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ABSTRACT

The Austin Independent School Districts (AISD) presents a summary of major findings related to accreditation, plus technical information on evaluation activities conducted during 1982-83. A time use study of social studies and science at the elementary level, conducted in response to a request made by the Texas Education Agency after the 1981-82 accreditation visit, is described. The report appendices include the results of the time use unit tests, surveys, and calendars; status of activities and objectives for 1982-83 accreditation report; and AISD's performance on the Texas Assessment of Basic Skills, specifically discussing the performance of those retaking the test after remedial courses. (PN)

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ACCREDITATION: 1982-83
EVALUATION REPORT

JULY 1983

TM 830 758

OFFICE OF RESEARCH AND EVALUATION
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ACCREDITATION: 1982-83 EVALUATION REPORT

JULY 1983

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SUBMITTED TO:

Division of Public School
Accreditation
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INTRODUCTION

This volume includes a summary of major findings related to accreditation (Final Report) plus technical information on evaluation activities conducted during 1982-83.

This year, a time use study of social studies and science at the elementary level was conducted in response to a request made by TEA after the 1981-82 accreditation visit. This report includes a description of the study as well as results of unit tests (Appendix A), surveys (Appendix B), and calendars (Appendix C).

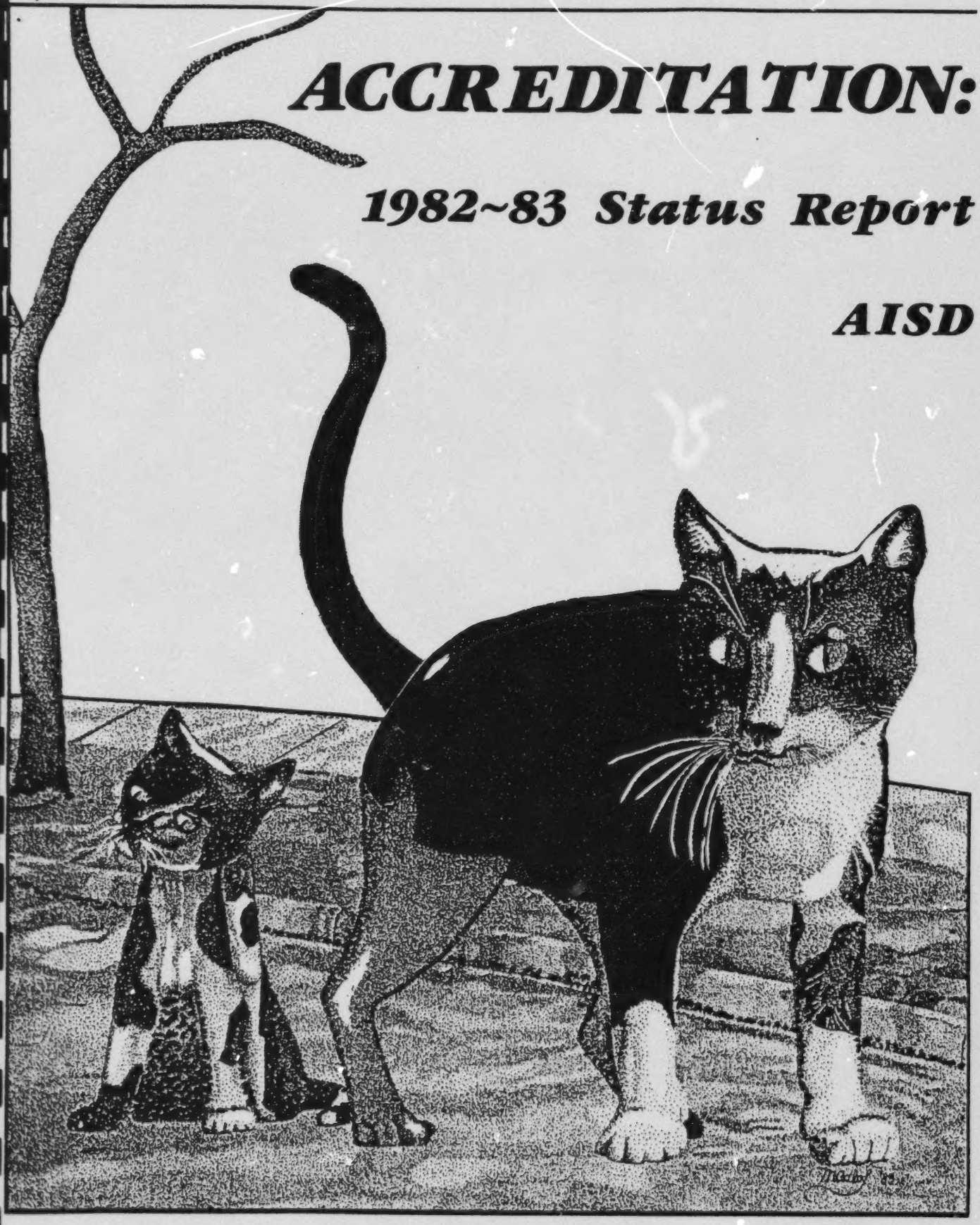
Status on activities and objective for 1982-83 is described in Appendix D. Appendix E briefly describes AISD's performance on the TABS. The performance of those retaking the test after remedial courses is specifically discussed. A separate TABS report is also available through ORE.

The 1983-84 accreditation activities have been reviewed and revised by those in charge of each area. A copy of the revised plan is attached. The Board of Trustees will receive copies of the Final Report shortly; a formal presentation to the Board is scheduled for August 8.

ACCREDITATION:

1982~83 Status Report

AISD



FINAL REPORT

Major Positive Findings:

1. Minority students' scores in 1982-83 were higher than those in 1981-82 in 78.4% of the cases and stayed the same in 11.4% of the cases. Higher scores were more common at grades 1-8 (86%) than at grades 9-12 (58%).

2. A bond package was developed during the fall of 1982 and passed by a wide margin in January 1983.

3. The new administrator evaluation system was finalized and approved by the Board of Trustees early in 1983.

4. Nearly all (91%) of the accreditation activities planned for 1982-83 were completed.

5. Students taught social studies and science on an alternating basis learned as much as those taught each subject each day.

Major Findings Requiring Action:

1. Social studies' index scores at grades 1-6 improved in only three of 11 cases, decreased in seven cases, and stayed the same in one case. Three of the seven social studies activities were only partially completed in 1982-83.

2. The language arts objective at grades 9-12 based on English Expression scores was met at only two of the four grade levels. The objective at grades 1-8 was met at four of seven grade levels. Grade levels at which improvement is needed are 2, 4, 6, 11, and 12.

WHAT IS THE ACCREDITATION PROCESS?

School districts in Texas must be accredited by the State in order to be eligible for State funds. One requirement for accreditation is to develop a five-year plan for improvement, implement that plan, and evaluate its effectiveness. The plan includes goals and objectives which the District hopes to achieve and activities designed to help meet them. Each district must report yearly to the Texas Education Agency (TEA) on the accomplishment of objectives and completion of activities.

The Austin Independent School District (AISD) developed its five-year plan in 1979-80. The 1982-83 school year was the third year of implementation. Revisions are made on an annual basis; this year's finalized plan is shown in the Accreditation Plan: Revised for 1982-83. The four areas of student need AISD focused on were: language arts, minority achievement, social

studies at the elementary level, and discipline at the secondary level. Three program discrepancies were also addressed, focusing on program coordination, administrator evaluation, and a bond issue.

HOW WAS THE ACCREDITATION PROCESS EVALUATED?

The evaluation of the third year of implementation of the accreditation plan involved:

1. Reporting on the completion of activities for 1982-83, and

2. Checking on the District's accomplishment of objectives.

ORE was not responsible for monitoring implementation of the plan, but did request progress reports and documentation of activities completed twice during the year.

Achievement of objectives was measured with information from several sources.

- Median percentile scores on the Iowa Tests of Basic Skills (ITBS) and Sequential Tests of Educational Progress (STEP) were examined to measure achievement of objectives in the language arts, social studies, and minority achievement areas. The ITBS is given at grades K-8; the STEP is given at grades 9-12. Scores for students tested in both 1982 and 1983 were compared for language arts and social studies at grades one through eight. Scores for all students tested in 1982 and 1983 by grade were compared for language arts at the high school level and minority student achievement.

- Representative samples of AISD teachers and administrators responded to survey items relevant to coordination, personnel evaluation, and low SES and minority student achievement.

- Information from the Office of Student Affairs, Office of Staff Personnel, and Forming the Future project was used in measuring accomplishment of objectives in the discipline, personnel evaluation, and bond issue areas.

This year a time use study of social studies and science was also conducted. Last year, a TEA accreditation team found that some elementary schools in AISD were out of compliance with the regulation stating that science and social studies must be taught daily. These schools were alternating these two subjects on a daily or weekly or unit basis. TEA granted a variance with the stipulation that a study be done to see whether learning was the same with either method.

During 1982-83, 43 second-grade teachers participated in a six-week study. One group taught social studies and science every day for thirty minutes each and the other group taught one subject each day for a longer period of time (on some type of alternating basis). Tests were developed for the science and social studies units used. Test scores for students in the two groups were compared, teachers were surveyed about the advantages and disadvantages of each method, and calendars were collected showing material covered each day by the teachers.

WERE THE ACCREDITATION ACTIVITIES PLANNED FOR 1982-83 COMPLETED?

Nearly all of the 56 planned activities (51 or 91%) for 1982-83 were completed on schedule. Five activities were only partially completed in the language arts, social studies, and discipline areas.

- In the language arts area, a plan for parent involvement in the secondary writing labs was not implemented.
- In the social studies area, four activities were completed. The other three were partially completed. It was anticipated that the curriculum bill, HB246, would have a major impact on social studies curriculum in AISD and that revisions would be developed especially at the K-3 level. Hearings are still in progress, so this activity has not yet been completed. The K-12 continuum for social studies has not yet been completed and social studies in other content areas and multicultural awareness were not particularly emphasized this year. Training was provided to teachers on using the recently adopted intermediate-level textbooks and on utilizing supplementary materials.
- In the discipline area, only one of the ten junior highs turned in revisions in their school discipline policies as requested.

Figure 1 shows the status on all accreditation activities by area.

	COMPLETE		PARTIALLY COMPLETE		INCOMPLETE		TOTAL	
PRIORITY AREA	No.	%	No.	%	No.	%	No.	%
Language Arts	19	95%	-	-	1	5%	20	100%
Social Studies	4	57%	3	43%	-	-	7	100%
Minority Achievement	7	100%	-	-	-	-	7	100%
Discipline	2	67%	1	33%	-	-	3	100%
PROGRAM DISCREPANCY	No.	%	No.	%	No.	%	No.	%
Coordination	10	100%	-	-	-	-	10	100%
Personnel Evaluation	2	100%	-	-	-	-	2	100%
Bond Issue	7	100%	-	-	-	-	7	100%
TOTAL	51	91%	4	7%	1	2%	56	100%

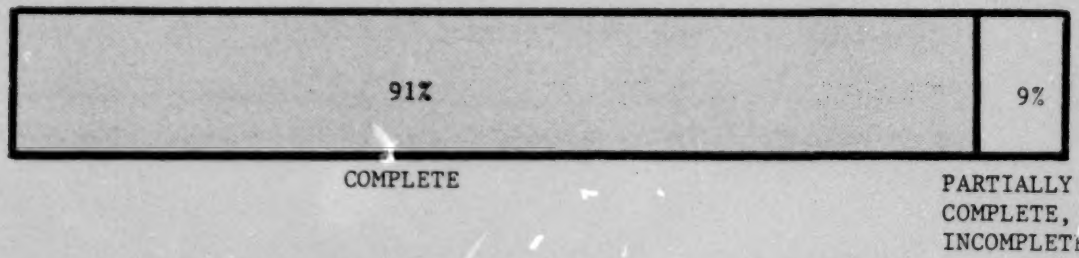


Figure 1. STATUS OF COMPLETION ON 1982-83 ACCREDITATION ACTIVITIES.

WERE THE 1982-83 ACCREDITATION OBJECTIVES MET?

Figure 2 shows all of the 1982-83 objectives and the accomplishment status on each. In the priority student need areas, objectives were met in 14 of 24 cases in language arts, 3 of 11 cases in social studies, and 79 of 88 cases in minority achievement. The discipline objective was met. In the program discrepancy areas, the personnel and bond issue objectives were met. Attitudes toward coordination of programs are improving for administrators but not teachers.

Language Arts

It was hoped that language arts scores at grades one through eight would increase by one percentile point. Language Total scores increased at four grades (3, 5, 7, and 8), but decreased at three grades (2, 4, and 6).

Scores in Capitalization, Punctuation, Spelling, and Usage increased in 12 of 20 cases, stayed the same in three cases, and decreased in seven cases. The best performance was in Capitalization and Usage. Seventh and eighth graders showed the most consistent gains (see Figure 3).

GRADES	Language Total			Spelling			Capitalization			Punctuation			Usage		
	1982	1983	Change	1982	1983	Change	1982	1983	Change	1982	1983	Change	1982	1983	Change
1-2	71	65	-6	71	65	-6	-	-	-	-	-	-	-	-	-
2-3	66	70	+4	66	70	+4	-	68	-	-	81	-	-	66	-
3-4	73	67	-6	69	64	-5	69	65	-4	81	76	-5	65	62	-3
4-5	54	67	+3	62	62	0	58	62	+4	72	77	+5	60	60	0
5-6	67	66	-1	62	61	-1	62	62	0	74	71	-3	63	64	+1
6-7	64	69	+5	59	63	+4	61	69	+8	68	72	+4	61	65	+4
7-8	65	68	+3	61	63	+2	64	69	+5	68	72	+4	64	67	+3

Figure 3. LANGUAGE SCORES ON THE ITBS FOR 1982 AND 1983. Median percentile scores for students tested both years, and change in scores between 1982 and 1983.

At grades 9-12, the objective was a two percentile point increase in English Expression scores between 1980-81 and 1982-83. This objective was met at grades 9 and 10, where scores increased by three and four points, respectively. However, scores increased by only one point at grade 11 and decreased by two points at grade 12.

OUTCOME OBJECTIVE 1982-83	MEASUREMENT	ACCOMPLISHMENT
PRIORITY STUDENT NEEDS		
LANGUAGE ARTS--GRADES 1-8: AISD students in grades 1-8 will show an improvement of at least one percentile point over the previous year.	Median percentile scores for students tested in both 1981-82 and 1982-83 on the Iowa Tests of Basic Skills (ITBS) were compared by grade in Capitalization, Punctuation, Spelling, Usage, and Language Total.	Language Total scores increased at four grades (3, 5, 7, and 8) and decreased at three grades (2, 4, and 6). Specific test scores increased in 12 of 20 cases, stayed the same in three cases, and decreased in seven cases. The best performance was in Capitalization and Usage. Seventh and eighth graders showed the most consistent gains.
LANGUAGE ARTS--GRADES 9-12: AISD students in grades 9-12 will show improvement of at least two percentile points.	Median percentile scores for all students taking the Sequential Tests of Educational Progress (STEP) English Expression test in 1980-81 and 1982-83 were compared by grade (test given in alternate years).	This objective was met at grades 9 and 10, where scores increased by three and four points, respectively. Scores increased by only one point at grade 11 and decreased by two points at grade 12.
SOCIAL STUDIES: Between 1981-82 and 1982-83, median percentile scores on ITBS tests measuring social studies skills in grades one to six will increase by one percentile point.	Median percentile scores for students tested the last two years with ITBS tests measuring social studies skills were compared. The index includes: Word Analysis, Reading Comprehension (R-3 Stories), and Math Problems at grades one and two, Work-Studies Skills (W-1 and W-2) at grades three and four, and Work-Study Skills (W-1 and W-2) and Reading Comprehension at grades five and six.	The only areas in which the objective was met were Visual Materials at grade five and Reading Comprehension at grades five and six. Overall, students showed lower scores in seven cases, higher scores in three cases, and the same score in one case. Fifth graders showed the best gains and second graders the greatest losses.
MINORITY ACHIEVEMENT: Achievement test scores of minority students in 1982-83 will be equal to or higher than those of 1980-81 for students in the same grade.	Median percentile scores for all Black and Hispanic students tested during 1981-82 and 1982-83 were compared by grade and subject area. ITBS scores were used for grades 1-8. STEP scores were used for grades 9-12.	Minority students' scores in 1982-83 were higher than or the same as those in 1981-82 in 90% of the cases checked. Higher scores were more common at grades 1-8 (86%) than at grades 9-12 (58%).
DISCIPLINE: Eighty-eight percent of AISD junior and senior high students will not be involved in any disciplinary actions throughout the school year.	Districtwide discipline and enrollment data at grades 7-12 showed the percentage of students suspended or given corporal punishment.	Eighty-eight percent of secondary students were not involved in disciplinary actions in 1982-83--this objective was met.
PROGRAM DISCREPANCIES		
COORDINATION: AISD staff will report that the District has made improvements in the coordination of regular, bilingual, and special education programs.	Teacher and administrator survey responses.	The percentage of administrators agreeing that coordination is adequate has increased from 9% in 1981 to 20% in 1982 to 26% in 1983. The percentage of teachers contending coordination is adequate has remained stable (30% to 31%) over the last three years.
PERSONNEL: The District will refine the new administrator evaluation system.	Documentation from the Department of Staff Personnel.	This objective was met--the pilot system used in 1981-82 was refined and finalized early in 1983.
BOND ISSUE: The District will develop a bond issue.	Documentation from the Forming the Future staff.	This objective was met. A bond package was developed and passed by January 1983. This program discrepancy has been resolved.

Figure 2. STATUS ON 1982-83 ACCREDITATION OUTCOME OBJECTIVES.

	ENGLISH EXPRESSION		
GRADES	1980-81	1982-83	CHANGE
9	50	53	+ 3
10	53	57	+ 4
11	61	62	+ 1
12	66	64	- 2

Figure 4. ENGLISH EXPRESSION SCORES ON THE STEP. Median percentile scores for 1980-81 and 1982-83 in English Expression on the Sequential Tests of Educational Progress.

Social Studies

The social studies objective was that median percentile scores in social studies skill areas would increase by one percentile point between 1981-82 and 1982-83.

Figure 5 shows the areas included in the social studies index and the performance of students tested the last two years.

GRADE	WORD ANALYSIS(WA)			MATH PROBLEMS(M-2)			READING COMPREHENSION(R-3)		
	1981-82	CHANGE	1982-83	1981-82	CHANGE	1982-83	1981-82	CHANGE	1982-83
1-2	69	- 3	66	59	- 5	54	67	- 5	62
	VISUAL MATERIALS(W-1)			REFERENCE MATERIALS(W-2)			READING COMPREHENSION(R)		
3-4	61	- 1	60	64	- 3	61	NOT IN INDEX		
4-5	55	+ 5	60	60	0	60	52	+ 3	55
5-6	62	- 3	59	62	- 3	59	58	+ 1	59

Figure 5. ITBS SCORES ON TESTS IN SOCIAL STUDIES INDEX. Median percentile scores for those tested in 1981-82 and 1982-83.

The only areas in which the objectives were met were visual materials at grade five and reading comprehension at grades five and six. Overall, students showed lower scores in seven areas, higher scores in three areas, and the same score in one area. Fifth graders showed the most improvement and second graders the least.

Minority Achievement

The objective for minority achievement was that median percentile scores would remain the same or improve in all test areas. This objective was met in 79 of the 88 score comparisons made (90%). Scores increased in 78.4% of the cases, stayed the same in 11.4%, and decreased in 10.2% of the cases. Increases in scores were more common at grades one through eight (85.9%) than at grades 9-12 (58.3%). This pattern held in every subject area. Minority students' scores also increased in more cases than Anglo students. These trends are shown in Figure 6.

GRADES 1-8 OVERALL

	INCREASES		DECREASES		NO CHANGE	
ETHNICITY	No.	%	No.	%	No.	%
Black	28	87.5%	2	6.3%	2	6.3%
Hispanic	27	84.4%	3	9.4%	2	6.3%
Min. Total	55	85.9%	5	7.8%	4	6.3%
Other	14	43.8%	7	21.9%	11	34.4%

GRADES 9-12 OVERALL

ETHNICITY	No.	%	No.	%	No.	%
Black	6	50.0%	5	41.7%	1	8.3%
Hispanic	8	66.7%	-	0.0%	4	33.3%
Min. Total	14	58.3%	5	20.8%	5	20.8%
Other	5	41.7%	5	41.7%	2	16.7%

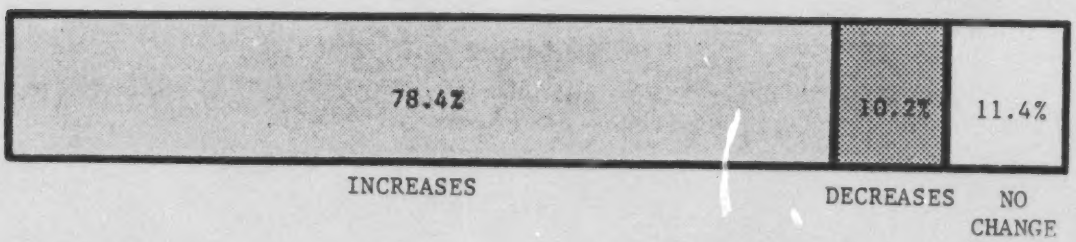


Figure 6. TRENDS IN MINORITY TEST SCORES: 1981-82 TO 1982-83. The The chart shows the number and percent of comparisons of 1982 to 1983 scores (by test and grade) which showed increases, decreases, and no change in scores. The ITBS is given at grades 1-8; the STEP is given at grades 9-12.

The percentage of teachers and administrators who believe the District's emphasis on low SES and minority student achievement improves their performance level has also increased since last year.

- About 41% of teachers believed the emphasis had helped this year compared to 34% last year.
- About 54% of administrators stated the emphasis had helped this year compared to 43% last year.

Discipline

For 1982-83 the objective was that 88% of secondary students would not be involved in disciplinary actions (short-term, intermediate, and long-term suspension plus corporal punishment). This objective was met, since 88% of students in grades 7-12 were not involved in disciplinary actions in 1982-83. This was the same percentage as found last year.

GRADE	ENROLLMENT	NUMBER DISCIPLINED	PERCENT DISCIPLINED
7	4,476	508	11.3%
8	4,147	622	15.0%
Sub-Total	8,623	1,130	13.1%
9	4,871	868	17.8%
10	3,759	452	12.0%
11	3,286	317	9.6%
12	3,230	165	5.1%
Sub-Total	15,146	1,802	11.9%
TOTAL	23,769	2,932	12.3%

Figure 7. SECONDARY DISCIPLINE RATES. Number and percent of AISD junior and senior high students involved in short-term, intermediate, and long-term suspension or in corporal punishment.

As Figure 7 illustrates, discipline rates varied by grade. The highest percentage of students was disciplined at grades 8 and 9; the lowest percentage was disciplined at grades 11 and 12. By level, junior high students did not meet the objective but senior high students did.

Coordination

The objective for this first program discrepancy was that District staff would report improvements in coordination of regular, bilingual, and special education programs.

Teachers and administrators have been asked about the adequacy of coordination for the past three years in annual surveys.

- The percentage of administrators agreeing that coordination is adequate has increased from 9% in 1981 to 20% in 1982 to 26% in 1983.

- The percentage of teachers contending coordination is adequate has remained stable (30% to 31%) over the last three years.

Thus, administrators have become more positive about coordination. Teachers, on the other hand, started out more positive but have not changed their view substantially over the last three years. While some improvement is perceived, coordination is a continuing area of need.

Personnel

The administrator evaluation system was to be refined in 1982-83. The new system piloted last year was refined, finalized, and approved by the Board of Trustees by early 1983.

Administrators' survey responses indicate good acceptance of the new system; 88% view the system as adequate or better.

Bond Issue

The objective this year was to develop a bond package. This objective was met. A bond package was developed in fall 1982 and passed by a wide margin in January 1983. This program discrepancy has now been resolved--no further activities are necessary.

Time Use Study

The time use study of social studies and science conducted at the second grade level found that:

- Both the TEA- and AISD-method groups showed good gains in knowledge between pretesting and posttesting.

- Mean raw scores were slightly higher for those taught with the AISD than the TEA method. However, regression analyses revealed no significant differences in the achievement patterns of the two groups.

- All of the teachers who returned calendars in the AISD-method group (15 of 23) reported alternating instruction by unit. For example, one teacher taught students the social studies unit on Mexico first for 3.5 weeks and then taught the science unit on Gerbils and Hamsters for 2.5 weeks. Class periods for each subject were lengthened on a daily basis.

- Most teachers preferred the AISD method of alternating science and social studies. Teachers noted that:

  1. It allows teachers to prepare lessons and teach in a more organized way.

  2. Students benefit from concentrating on one subject and seem to grasp the material better.

  3. The AISD method allows more time for discussion and hands-on activities.

Thus, AISD met the study's objective, which was to show that alternating the teaching of social studies and science results in as much learning as teaching each subject each day for shorter periods. The study also showed that alternating subjects taught has other advantages for students and teachers.

Bibliography

1982-83 Publications

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Describes revised accreditation activities and objectives for 1982-83.

Baenen, N. R. ACCREDITATION PROCESS: 1982-83 evaluation design. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.08), Austin Independent School District, September 1982.

Describes evaluation questions addressed during the 1982-83 school year.

1981-82 Publications

Baenen, N. R. (Ed.). ACCREDITATION PLAN: Revised for 1981-82. Austin, Tx.: Austin Independent School District, July 1982.

Evaluation activities and objectives as revised for 1981-82 are described.

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The evaluation plan for 1981-82 is described.

Baenen, N. R. ANNUAL EVALUATION REPORT: Five-year priorities plan for accreditation. Austin, TX.: Office of Research and Evaluation (Pub. No. 82-E), Austin Independent School District, August 1982.

This report describes attainment of objectives and completion of activities in the 1981-82 plan.

1980-81 Publications

Baenen, N. R. EVALUATION DESIGN: 1980-81 Accreditation Process. Austin, Tx.: Office of Research and Evaluation (Pub. No. 80.16), Austin Independent School District, September 1980.

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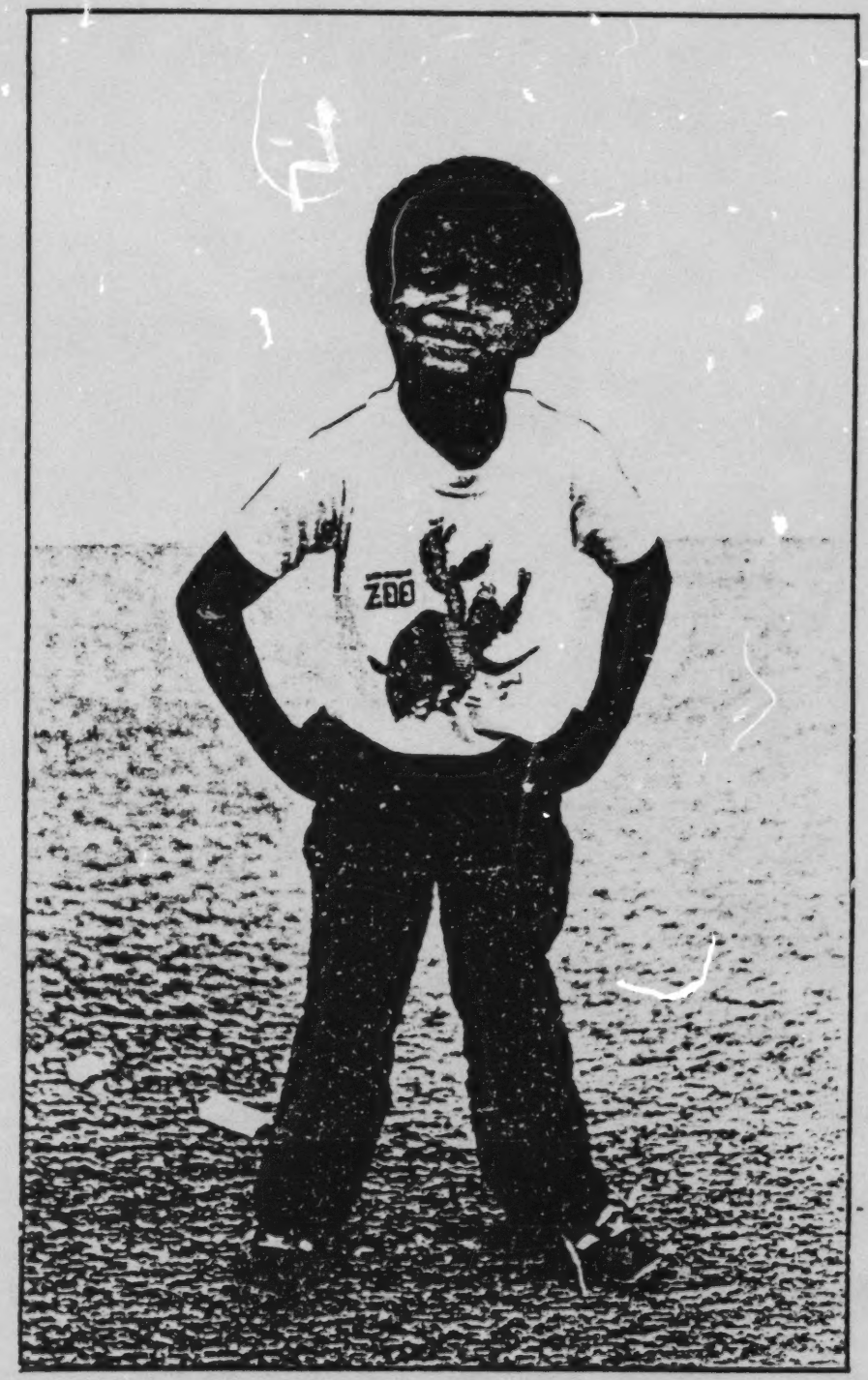
Austin Independent School District. Five-year plan phase III of the accreditation process: 1980-81 through 1984-85. Austin, Tx.: AISD, spring 1980.

Describes five-year plan.



Kevin Brooks, Pease; by Michelle Grimes, Austin High School

82.59

Description of the Study of Time Use

Purpose

The Texas Education Agency (TEA) made an accreditation visit in September of 1981-82. They noted that some elementary schools were out-of-compliance with the "letter of the law" in terms of a daily balanced curriculum. The Board of Education Policy 37.15 Change 80:1 states that in an accredited district:

> "The daily schedule includes instruction in the areas of English language arts, science, mathematics, social studies, and physical education. The time allotted for instruction in each of these areas is determined by results of student needs assessment conducted by the local district (Principal 4, Standard 4c, Rule .240) and by diagnosis of individual pupil competencies and deficiencies."

Some schools in AISD were spending more time per day on either social studies or science and alternating the days or weeks in which the two subjects were taught. AISD requested permission to continue this practice with the understanding that the two subjects still be studied for about the same amount of time as they would if studied daily.

In December, the Accreditation Division director approved this request with one stipulation. He requested a study of the effects of this modified approach on student development. He felt it might prove to be a viable alternative for other districts as well (see Attachment 1).

The purpose of the accreditation Time Use Study was to meet this request for a study of the effects of the different approaches.

This study has become even more timely as proposed regulations for new daily requirements were proposed by TEA. Proposed regulations require that social studies and science be taught on a weekly basis at grades Kindergarten through three and on a daily basis at grades four through six (for a specified length of time). The preferred AISD method of teaching, at least at the second-grade level, is by unit. Thus, a social studies unit might be taught for two to five weeks followed by a science unit for a similar period. This schedule does not meet either of the proposed requirements. This study of time use can thus provide information on whether the proposed regulations are reasonable.

Procedure

The Director of Elementary Curriculum, Instructional Coordinators heading the social studies and science committees, the ORE Director, and the ORE evaluator for accreditation met to discuss possible ways to evaluate the effectiveness of the modified time-use approach. After considerable discussion, a proposal was selected for development (Attachment 2) which involved randomly assigning second-grade teachers to two treatment groups:

- The "TEA group" was to complete one science and one social studies unit within six weeks by covering material in both subjects for 30 minutes per day.
- The "AISD group" was to complete one science and one social studies unit within six weeks using any reasonable time schedule.

The social studies unit on Mexico and the life-science unit on Gerbils and Hamsters were selected for the study. Mexico was selected because it was being piloted during 1981-82 and included a test. The unit is quite long, so an agreement was made to cover the first eight lessons within the six-week period. The Gerbils and Hamsters unit takes about three weeks to complete if taught without social studies and is fairly popular.

The teachers selected to participate were those who had piloted the Mexico unit. A meeting was held with the teachers to discuss the study and ask for their cooperation. Nearly all agreed to participate. The group voted on the best time to do the study and selected January and February. A decision was also made to randomly assign schools to treatment groups rather than teachers (as originally planned). This was necessary because many teachers team teach and scheduling would have been impossible. Schools were assigned to groups in May 1982. Schools which taught both subjects each day (TEA group) included Barton Hills, Becker, Brentwood, Casis, and Sanchez. Schools which could schedule the units as they wished (AISD group) included Allan, Oak Hill, Pease, and Sunset Valley. Attachment 3 shows the memorandum sent out as an update on the study in the fall of 1982 and includes a description of the study. A few adjustments had to be made in teachers participating due to reassignments.

Teachers involved pre- and posttested students, kept a calendar showing their schedule during the study and filled in a survey about advantages and disadvantages of the method they used. Further details on the procedures used and results found are included in the appendices which follow.

82.59

Texas Education Agency

Attachment 1
201 East Eleventh Street
Austin, Texas
78701

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

December 15, 1981

Dr. John Ellis, Superintendent
Austin Independent School District
6100 Guadalupe
Austin, Texas 78752

Dear Dr. Ellis:

Your request to continue scheduling your Elementary Social Studies and Science on the "unit approach" is approved. While your present system does not follow the strict letter of the law, as stated in the Principles, Standards, and Procedures, the rationale for your plan is educationally sound.

The district should conduct an evaluation of the Elementary Social Studies and Science program, as it is being conducted this school year, to determine what effect, if any, the modified approach has had on student development. The approach your district is taking may be a viable alternative for other districts which are searching for improved ways to schedule the many required subjects at the elementary level.

At the close of the year, please send a summary of the evaluation of your 1981-82 Social Studies and Science programs at the elementary level. Thank you for your interest in improving Social Studies and Science instruction at the elementary level.

Sincerely,

Edward Manigold

Edward Manigold, Director
Division of Accreditation

EM:lrs

RECEIVED
DEC 17 1981
A. I. S. D.
SUPERINTENDENT'S OFFICE

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SOCIAL STUDIES/SCIENCE EVALUATION PROPOSAL

QUESTION: Is the Austin Independent School District (AISD) time approach to teaching social studies and science a viable alternative to the Board of Education time policy?

Hypothesis: The Austin ISD approach to teaching social sciences and science results in as much learning as the TEA approach of teaching social studies and science each day.

Board of Education Policy: Board of Education Policy 37.15 Change 80:1 states that in an accredited district: "The daily schedule includes instruction in the areas of English language arts, science, mathematics, social studies, and physical education. The time allotted for instruction in each of these areas is determined by results of student needs assessment conducted by the local district (Principal 4, Standard 4c, Rule .240) and by diagnosis of individual pupil competencies and deficiencies."

AISD Approach: The Austin ISD uses a unit approach to teaching science and social studies. Times allotted for social studies and science are generally designed around the lessons. A practical "hands-on" experience in social studies, for example, might take one hour. Therefore, a teacher might take one hour for social studies one day and not have a social studies lesson the next day (perhaps having a one-hour science lesson instead). The variations are numerous, but the two subjects receive equal time over the course of the year. The Austin ISD believes this results in a more logical, less fragmented approach which promotes maximal learning.

STUDY DESIGN

Sample. Second-grade teachers who have been piloting a new social studies unit on Mexico this year in 10 elementary schools will be asked to participate. We hope to secure a sample of 40 teachers in this way.

Procedure. Teachers will be asked to participate in a study designed to compare the effectiveness of teaching social studies and science every day (to be referred to as the "TEA Method") to teaching social studies and science based on lesson needs (to be referred to as the "AISD method"). Teachers will be randomly assigned to teach in one way or the other.

Both groups will be asked to teach part of one social studies unit ("Mexico") and one life-science unit ("Gerbils") in a specified length of time (approximately six weeks). The "TEA Method" group will be asked to teach science for 30 minutes each day and social studies for 30 minutes each day. The "AISD Method" group will be asked to teach the units within six weeks in whatever way seems logical and effective. They will not be required to teach each subject each day. Both groups will be asked to fill in a weekly schedule designating time spent on social studies and science. If either or both subjects must be skipped on a given day, this should be noted.

Teachers will be surveyed (or interviewed) at the end of the six-week period concerning their feelings about the methods used and time schedule. Observations of classroom activities will also take place.

Students will be tested before and after each unit has been given. A test is currently being piloted for the "Mexico" unit; it will be revised based on teacher feedback for use with the study. A short test of concepts and content in the Gerbil unit is also being devised. We hope to pilot it with some first graders this spring before using it in the study. After the pilot study is completed, test scores for the two groups will be compared using a t-test to determine whether one group shows higher achievement than the other.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

82.59

Attachment 3
(Page 1 of 2)

October 14, 1982

TO: Second-Grade Teachers Addressed

FROM: Nancy B. Schuyler
Nancy Baenen Schuyler

SUBJECT: Social Studies/Science Study Proposal

This memorandum will serve as an update on the social studies/science study scheduled for January for most of you and an introduction to the study for the rest of you.

The attached sheet describes the study briefly. At the meeting last spring, the group voted to conduct the study in January and February for six weeks. The start date will probably be January 10 or 17 depending on when the inservice on the Mexico unit occurs.

Several teachers, Norma Rodriguez, Rita Gibbs, and I will work on revising the pre- and posttest for the Mexico unit this fall. Maria Elena Martinez is drafting a science test for the Gerbil unit, and may call on some of you for help (I'll also be consulting with her). If any of you are interested in working on either test, please let me know at 458-1228 as soon as possible.

I will be updating you later this fall on the study. Let me know if you have any questions or problems at 458-1228.

NB:rrf
Attachment

Teachers Addressed are Second-Grade Teachers at:

Barton Hills	Pease
Becker	Allan
Brentwood	Oak Hill
Casis	Sunset Valley
Sanchez	

cc: Principals at above schools
Norma Rodriguez
Rita Gibbs
Maria Elena Martinez
Timy Baranoff

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Ruth Mac Allister
Assistant Superintendent, Elementary Education

SOCIAL STUDIES/SCIENCE PROJECT

REASON FOR STUDY

Texas Board of Education policy states that science and social studies must be taught daily. AISD prefers to alternate teaching these subjects on a daily, weekly, or unit basis depending on lesson needs and school schedules. The Texas Education Agency has allowed AISD to continue teaching in this way as long as science and social studies are given adequate and relatively equal time and a study is conducted to test the effectiveness of the "TEA" and "AISD" methods.

STUDY DESIGN

Sample. Second-grade teachers in schools which piloted the social studies Mexico unit agreed last spring to participate. All second-grade teachers at Barton Hills, Becker, Brentwood, Casis, and Sanchez were randomly assigned to the "TEA Method" group. All second-grade teachers at Pease, Allan, Oak Hill, and Sunset Valley were assigned randomly to the "AISD Method" group.

Study Dates. Teachers voted for a January-February study. The study will begin just after the inservice on the Mexico unit is given in January (probably January 10 or 17). Teachers will be expected to teach the life-science Gerbil unit and the first eight lessons of the Mexico unit within a six-week period.

Procedure. This study is designed to see whether the AISD method is as effective as the TEA method in promoting student learning. Teachers in the TEA method group will spend 30 minutes each day on the science unit and 30 minutes each day on the social studies unit. They will not be asked to make up for time missed due to an uncontrollable event unless it is easy to do so. The AISD method group will be allowed to teach both units on any time schedule desired as long as both units are taught within the six-week time limit. All teachers will be asked to note the time spent daily on each subject on a calendar along with a brief description of daily activities.

Both groups will give a short pretest on the material in both units before teaching the material and a posttest afterwards. Teachers will be asked to report briefly on problems encountered, any material not covered, and advantages and disadvantages of the method they used after the study is completed.

Students' average pre- and posttest scores on both tests will be compared to see whether one teaching schedule results in greater achievement gains than the other.

Accreditation

Appendix A

TIME USE UNIT TESTS

82.59

Instrument Description: Time Use Unit Tests

Brief description of the instrument:

The accreditation time use study looked at the effect of two time use strategies on learning in social studies and science. Pretests and posttests were developed and piloted for two second-grade units: Mexico, and Gerbils and Hamsters. The Mexico pretest included seven items; the posttest 14. The Gerbils and Hamsters pretest included five items; the posttest 10. Test results were examined to see if learning varied depending on the time use strategy used.

To whom was the instrument administered?

Second-grade students in 43 classrooms across nine schools. The TEA group included classes at Barton Hills, Becker, Brentwood, Casis, and Sanchez. The AISD group included Pease, Allan, Oak Hill, and Sunset Valley.

How many times was the instrument administered?

Tests for each unit were administered twice--pretests before unit instruction began and posttests within four days of completing the units.

When was the instrument administered?

Teachers were asked to begin the week of January 10 and finish around February 18. Some schools did start a little later. Tests were given just before and no more than four days after the unit was completed.

Where was the instrument administered?

In the classrooms.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

Written instructions on the tests--a meeting and memoranda provided details on the study.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

At one school (Becker), some teachers finished the Gerbils and Hamsters Unit early. They did not report this immediately, so some students were posttested more than four days after completing the unit. Teachers were asked to briefly review the main ideas in the material before giving the test. Hopefully, this did not affect the results.

Who developed the instrument?

Two instructional coordinators, three second-grade teachers, and an ORE evaluator.

What reliability and validity data are available on the instrument?

None. The tests were pilot tested and seem to have face validity at least, but no formal studies of this type were done.

Are there norm data available for interpreting the results?

No. These data could be used for this purpose next year if tests are used again.

Unit Tests

Purpose

The time use study was designed to see whether student learning differed depending on whether they were taught both science and social studies each day (TEA method) or on an alternating basis (AISD method). The unit tests on Mexico and Gerbils and Hamsters enabled comparisons of student learning under these two conditions of teaching.

Procedure

Mexico Tests

A committee of three teachers and the evaluator for the study met during the fall of 1982 to discuss possible changes in the Mexico test piloted during the 1981-82 school year. The evaluator reviewed the pre- and posttest results returned by three of the pilot teachers to see what percentage of the students answered the items correctly. Items which showed an increase in the percentage of students answering correctly of at least 25% and which had a final percentage correct of at least 70% were kept. Items which were too difficult or easy were modified or dropped.

Each committee member brought ideas for changes and new items to the meeting. The group decided on the final wording of items selected. One of the teachers translated the test into Spanish since some students in the study were Spanish dominant. The evaluator then finalized the tests and instructions.

The final Mexico test included 14 items covering major topics in the first eight lessons of the unit. One of the committee members who was not able to participate in the actual study pretested her students with the test. She indicated that most students did not know the answers to the items and that some were frustrated by this. Since the purpose of the pretest was simply to establish that students did not already know the information before instruction and we did not want students or teachers to key in on the information in specific test items, a decision was made to include only half of the items on the pretest. These were randomly selected. Attachment A-1 shows the pretest and posttest on Mexico and the instructions sent to the teachers for each. Teachers gave the tests within three days of starting and completing the unit.

Gerbils and Hamsters Tests

The coordinator who served as the science committee chair developed a short test for the Gerbils and Hamsters Unit. Two teachers not involved in the

study administered it to their students as a pretest. Results were reviewed, and items which were too easy were dropped, modified, or replaced. The evaluator then finalized the pretest and posttest. Again, half of the items were randomly selected for the pretest. The pretest had five items and the posttest had 10. Attachment A-2 shows the pre- and posttests for the unit.

Teachers were again instructed to do the testing within a few days of starting and ending the unit. Also, both the Mexico and Gerbils and Hamsters were designed to match the Iowa Tests of Basic Skills (ITBS) format as much as possible. This gave students a chance to practice using this type of answer sheet before the ITBS was given.

Two incidents occurred which could affect posttest results at two schools. First, about four teachers at one TEA school finished the Gerbil and Hamster unit before the six weeks were over. They did not notify the evaluator because they thought they should wait until the six weeks were over to test the students. The evaluator discovered this almost one week after the unit was completed and immediately instructed the teachers to test the students. She also suggested a brief review of the main points (not based on the test) might be in order before testing. Also, one class of AISD students included primarily Spanish-dominant students. The teacher gave both the Mexico and Gerbil tests in Spanish. She also translated many of the lessons. The Mexico Unit test was translated for her but the Gerbil test was not. Effects of this are unknown.

Distribution

All pretests were sent out about one week before the starting date for the study. Teachers were asked to send in a slip indicating when they would finish each unit. Posttests were then sent out a few days before the reported completion date. Some teachers had to be called for this information.

As each set of tests came in, they were briefly reviewed for obvious errors (no name, first name only, etc.). Most pretests did not include last names for students, so teachers were sent a list of first names and asked to add this information. Posttest instructions asked specifically for both names, and most were included. Each set of tests was alphabetized and a teacher number and student number were added. Thus, each test had a unique four digit code--two digits for teacher (1-47) and two digits for student (1-40).

Once the pretests and posttests for a teacher were returned, they were sorted by student. Only those with both tests were used in the analyses. Items 1 and 2 on the posttests for Mexico were also hand-scored. Teachers were called at key times if they had not returned appropriate materials.

Analyses

Test results were keypunched at the Southwest Educational Development Laboratory (SEDL) in March. The card file layout is shown in Attachment A-3.

Listings of pre- and posttest scores of students by class, scatterplots, and descriptive statistics were reviewed before regression analyses were run. One bilingual class in the AISD group started out with lower scores than other classes; however, the class made reasonable gains and therefore was left in the regression analysis. Jenning's Model program was used to run regression analyses comparing growth of students in the TEA and AISD groups on the Mexico and Gerbil units.

Results

Figure A-1 shows the mean scores for the two groups on the Mexico and Gerbil tests. The maximum number of points on both pretests was seven points. Students could earn 17 points on the Mexico posttest and 12 points on the Gerbils and Hamsters posttest.

Test	AISD			TEA		
Mexico	N	Mean	SD	N	Mean	SD
Pretest	443	3.64	1.21	342	3.66	1.26
Posttest	443	13.91	2.66	342	13.77	2.92
Gain		10.27			10.11	
Gerbils	N	Mean	SD	N	Mean	SD
Pretest	461	4.00	1.47	344	4.16	1.48
Posttest	461	9.97	2.08	344	9.65	1.92
Gain		5.97			5.49	

Figure A-1. MEXICO AND GERBIL PRETEST AND POSTTEST SCORES. Mean raw scores, sample sizes, and standard deviations for second graders in study.

The AISD group gained slightly more than the TEA group on both the Mexico and Gerbil and Hamster units. Both groups showed good mean gains between pre- and posttesting. However, regression analyses revealed no significant difference in the achievement patterns of the two groups (see Attachment A-4).

The objective of the study was to show whether the "AISD" method was just as effective as the "TEA" method in promoting student learning. This objective was met--they appear to be equally effective.

SOCIAL STUDIES

MEXICO UNIT PRETEST

TEACHER DIRECTIONS

This pretest has been designed to match the ITBS as much as possible--it should help students get used to the ITBS item format and tell us whether students already know some things they will study in the Mexico unit. Please give the test just before you start the unit (the same day or within a few days of starting). Check the answer sheets and fill in your name on the line for teacher name if it has not already been done.

The pretest has only 7 items; the posttest will have 14 items. Make sure each student has a pencil on his/her desk and nothing else. Then pass out the answer sheets. Say:

> We are going to be studying the country of Mexico. Before we start, I would like to see how much you already know about Mexico. You can tell me this by your answers to a short test. Don't be surprised if you do not know all of the answers. We'll be talking about these things as we study Mexico. Just do your best and mark one answer for each item. First, please write your name and the name of our school on the lines at the top of the page. Print as neatly as you can.
>
> (PAUSE)
>
> I will read each item to you. Listen closely and fill in the oval in front of the best answer to each exercise. Some items include the answer "N." For these items, fill in the oval in front of the "N" if you do not see the right answer because it stands for "Not Given." Look at the item marked "S" at the top of your answer sheet. Put your finger on it so I know we are all in the same place. (Check

around the room quickly to make sure they understand.) Listen carefully. What is the correct way to spell the country we are studying? (Spell out each option.) Who can tell me the right answer? (PAUSE) That's right, the second answer, M-E-X-I-C-O, is the right one. As you can see, the oval in front of the right answer is filled in. That's what you should do for the rest of the exercises. Are there any questions? (PAUSE) Listen as I read each item.

Read each item to the students and give them time to answer. Make sure you tell the children to mark the "N" if the answer is not given when this is appropriate. For example, for Item 1, say:

What part of the map tells us what the lines and colors on a map mean?

symbol? compass? legend?

If the answer is not given, mark the oval in front of the "N."

When you have finished all seven items, give the students a few moments to make corrections. Then collect the tests. Make sure each test has your name and the student's name on it. Then fill in the short form at the bottom of this page and return all test materials (pretests and instructions) to:

NANCY SCHUYLER
ADMINISTRATION BLDG., ORE

I will correct the pretests. You will receive the posttests one week before you are scheduled to complete the first eight lessons of the unit (that's all that you are required to finish for the study and all that the test covers). All of the items are about subject matter in the Mexico unit. Call me at 458-1228 if you have any questions or special needs.

- -

TEACHER_____ SCHOOL_____

I plan to finish the first eight lessons of the Mexico unit on_____.
(day) (month)

TEACHER KEY
PRETEST ITEMS - MEXICO UNIT

S What is the correct way to spell the name of the country we are studying?

- o Megseko
- o Mexico
- o Majećo
- o Mecksiko
- o N

1. What part of the map tells us what the lines and colors mean?

- o symbol
- o compass
- o legend
- o N

2. The Maya Indians believed in a special god called Choc. What did this god bring to the Indians?

- o the harvest
- o sun
- o rain
- o N

3. Another group of Indians, the Toltec, were great builders. They were the first to use:

- o stone calendars
- o pillars
- o furniture
- o atole

4. A third group of Indians, the Aztecs, built the city that is now called:

- o Aztlan
- o Monterrey
- o Tenochtitlan
- o Mexico City

5. The main language of Mexico is:

- o Mayan
- o Spanish
- o Aztec
- o English

6. What did the Spaniards bring to Mexico?

- o horses
- o cows
- o bananas
- o watermelons
- o all of the above

7. The people of Mexico wear native costumes:

- o on special occasions
- o to work
- o all the time
- o never

STUDENT ANSWER SHEET
Mexico Unit

STUDENT: _____

TEACHER: _____

SCHOOL: _____

S
- o Megseko
- o Mexiço
- o Majeco
- o Mecksiko
- o N

1.
- o symbol
- o compass
- o legend
- o N

2.
- o the harvest
- o sun
- o rain
- o N

3.
- o stone calendars
- o pillars
- o furniture
- o atole

4.
- o Aztlan
- o Monterrey
- o Tenochtitlan
- o Mexico City

5.
- o Mayan
- o Spanish
- o Aztec
- o English

6.
- o horses
- o cows
- o bananas
- o watermelons
- o all of the above

7.
- o on special occasions
- o to work
- o all the time
- o never

PÁGINA DE RESPUESTAS

PREGUNTAS DE MEXICO

Maestra:_____

Estudiante:_____

Escuela:_____

S
- o Megseko
- o Mexico
- o Majeco
- o Mecksiko
- o N

1.
- o simbolo
- o brújula
- o leyenda
- o N

2.
- o la cosecha (siega)
- o el sol
- o la lluvia
- o N

3.
- o calendarios hechos de piedra
- o pilares
- o muebles
- o atole

4.
- o Aztlan
- o Monterrey
- o Tenochtitlan
- o Ciudad de Mexico (Distrito Federal)

5.
- o mayan
- o inglés
- o español
- o azteca

6.
- o caballos
- o vacas
- o plátanos
- o sandiás
- o todo lo de arriba

7.
- o en ocasiones especiales
- o al trabajo
- o todo el tiempo
- o nunca

SOCIAL STUDIES

MEXICO UNIT POSTTEST

TEACHER DIRECTIONS

Please give your students this posttest after you finish the first eight lessons of the Mexico unit. Give the test no later than four days after you finish. This test has fourteen items. Say to the students:

> Now that we have spent some time studying Mexico, I would like to see what you know about the country through a short test. Some of the exercises might seem familiar to you because they were on the test we took before we started studying Mexico. Your answers to these items will help tell me how much you learned about Mexico through the unit. Do your best and mark one answer for each item.

Make sure each student has a pencil and a crayon on his/her desk and nothing else. Then pass out the answer sheets. Say:

> Write your first and last name on the line in the upper right-hand corner of the page. Print as neatly as you can.
>
> (PAUSE--If you are testing in Spanish, switch to Spanish instructions)
>
> Look at the map in the middle of the first page. The first thing I'd like you to do is to outline the country called Mexico with your crayon. Put an "X" in the middle of the country.
>
> (PAUSE)
>
> Use your pencil to answer the rest of the items. Put the names of the boundaries of Mexico in the right places on the map. Write in A) Central America, B) United States, C) Pacific Ocean,

and D) Gulf of Mexico where you think they are on the blank lines on the map. They are listed on the map to help you spell them correctly.

(PAUSE)

I will read the rest of the items to you as you listen. Fill in the oval in front of the best answer to each exercise. Some items include the answer "N." If you do not see the right answer in the list for these items, fill in the oval in front of the "N" because it stands for "Not Given." Look at the item marked "S" below the map. Put your finger on it so I know we are all in the same place. (Check around the room quickly to make sure they understand.) Listen carefully. What is the correct way to spell the country we are studying? (Spell out each option.) Who can tell me the right answer?

(PAUSE)

That's right, the second answer, M-E-X-I-C-O, is the right one. As you can see, the oval in front of the right answer is filled in. That's what you should do for the rest of the exercises. Are there any questions?

(PAUSE)

Turn to the next page and start with item 3. Listen as I read each item and fill in the oval in front of the best answer. (Read each item to the students and give them time to answer. Make sure you tell the children to mark the "N" if the answer is not given when this is appropriate.) For example, for item 3, say:

What part of the map tells us what the lines and colors on a map mean?

symbol? compass? legend?

If the answer is not given, mark the oval in front of the "N."

Read all of the items to the students. When you have finished, give the students a minute or so to make corrections. Then collect and correct the tests. Feel free to use the student's scores for your own information or to discuss the questions with the students after the test. Please check each answer sheet to make sure students' first and last names are complete and that each test has a number in the upper right-hand corner. This number identifies you and your school and should be the same on each one. Please add it if it is missing. Return the materials as soon as possible (no later than March 4) to:

Nancy Schuyler

Administration Building, ORE.

Thanks very much for your help. Call me at 458-1228 if you have questions.

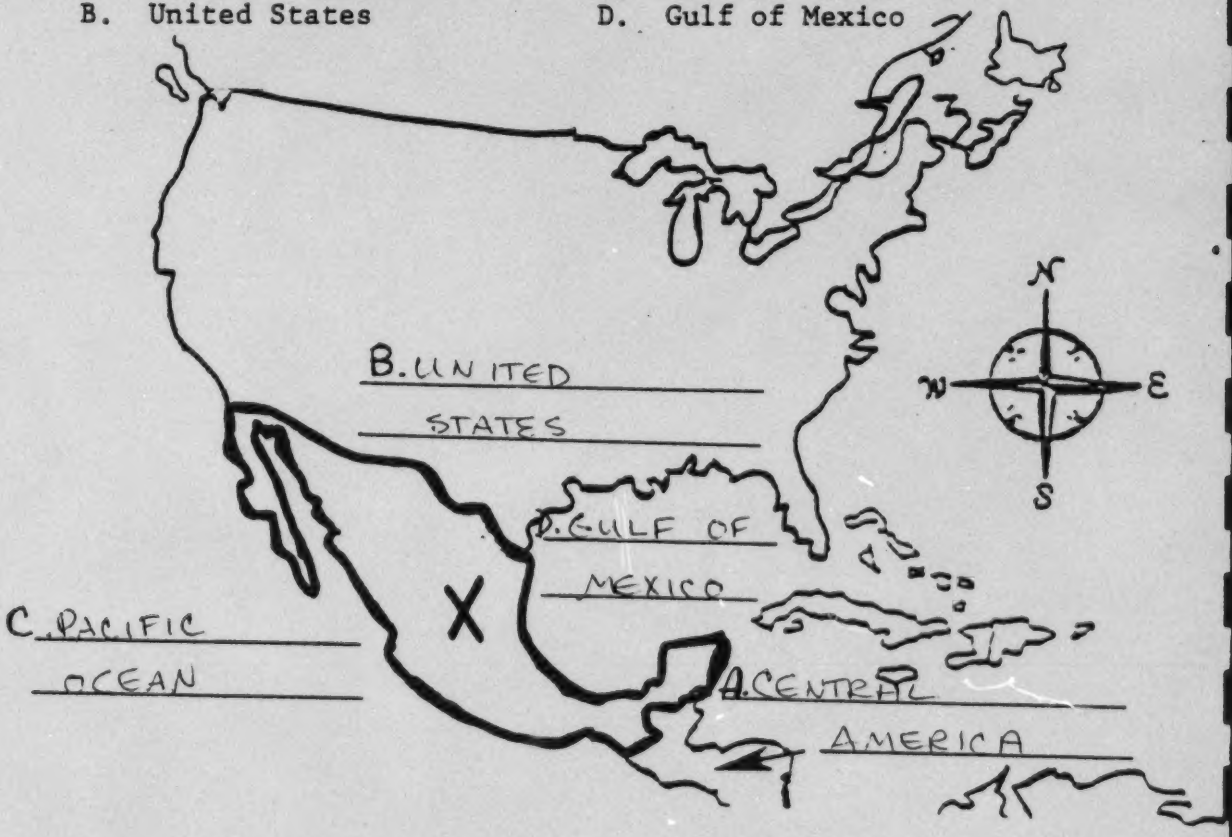
SOCIAL STUDIES TEST ON MEXICO

Use the map below for the first two items.

1. Outline the country called Mexico with your crayon. Put an "X" in the middle of the country.

2. Put the names of the boundaries of Mexico in the right places on the map.

A. Central America
B. United States
C. Pacific Ocean
D. Gulf of Mexico



For the rest of the items on the test, fill in the oval in front of the best answer. For some items, the right answer may not be given. If you do not find the right answer for these questions, fill in the oval next to the letter "N," which stands for "not given."

Look at the sample below.

S What is the correct way to spell the country we are studying?

- ○ Megseko
- ● Mexico
- ○ Majećo
- ○ Mecksiko
- ○ N

3. What part of the map tells us what the lines and colors mean?

- ○ symbol
- ○ compass
- ○ legend
- ○ N

4. The Maya Indians usually used a stone ax to...

- ○ cut trees
- ○ plant seeds
- ○ hunt
- ○ fish

5. The Maya Indians believed in a special god called Choc. What did this god bring to the Indians?

- ○ the harvest
- ○ sun
- ○ rain
- ○ N

6. Another group of Indians, the Toltec, were great builders. They were the first to use...

- ○ stone calendars
- ○ pillars
- ○ furniture
- ○ atole

7. A third group of Indians, the Aztecs, built the city that is now called...

- ○ Aztlan
- ○ Monterrey
- ○ Tenochtitlan
- ○ Mexico City

8. Legend says the Aztecs knew they had found their new land when they saw...

- ○ a horse with a bird
- ○ a tiger with a snake
- ○ an eagle with a serpent
- ○ a hawk with a mouse _

9. Which group came to Mexico to find treasure, find more land, and introduce their religion?

- ○ Aztec
- ○ Toltecs
- ○ Maya
- ○ Spaniards

10. The main language of Mexico is:

- ○ Mayan
- ○ Spanish
- ○ Aztec
- ○ English

11. What did the Spaniards bring to Mexico?

- ○ horses
- ○ cows
- ○ bananas
- ○ watermelons
- ○ all of the above

12. The people of the cities wear clothes much like the...

- ○ Aztecs
- ○ people of the United States
- ○ Spanish explorers
- ○ Toltecs

13. The people of Mexico wear native costumes...

- ○ on special occasions
- ○ to work
- ○ all the time
- ○ never

14. The people in the villages of Mexico often work...

- ○ in textile plants
- ○ in department stores
- ○ as farmers
- ○ N

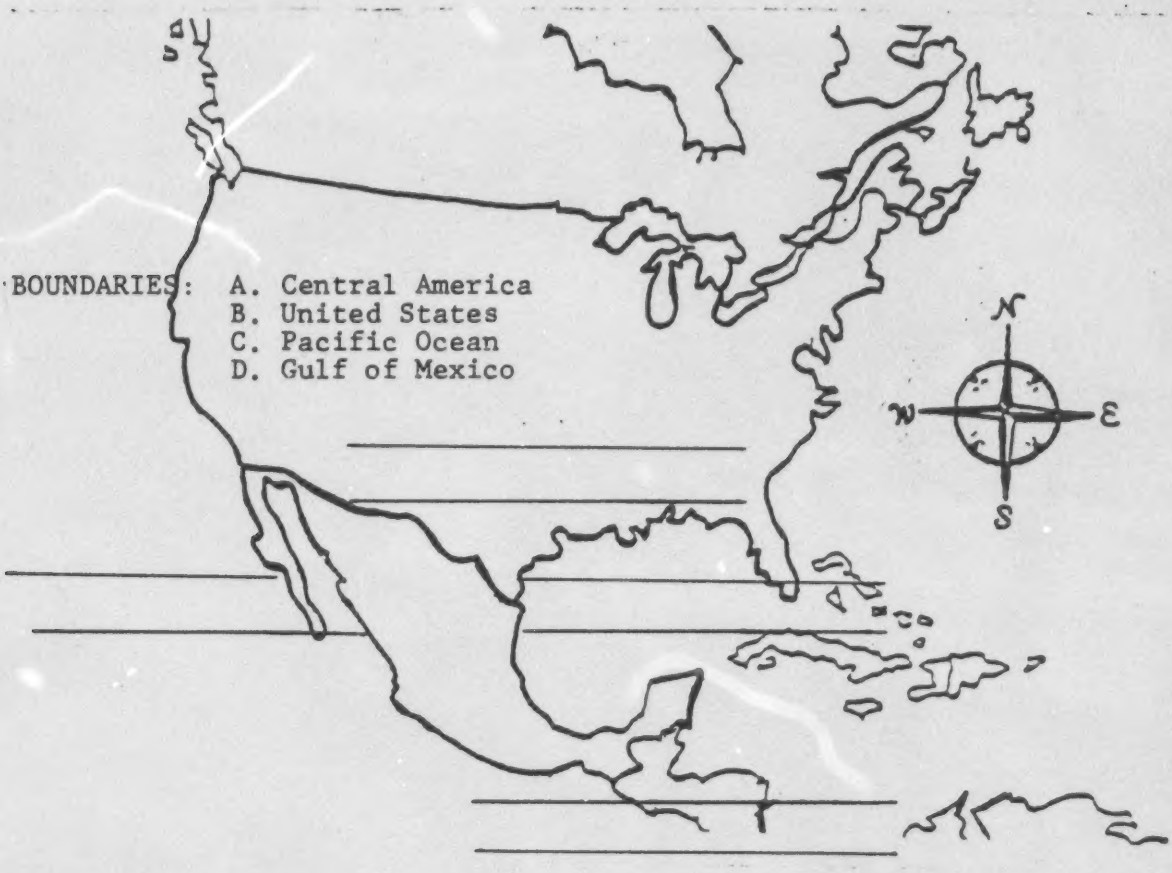
ANSWER KEY: 3. legend 4. cut trees 5. rain 6. pillars 7. Mexico City 8. an eagle with a serpent 9. Spaniards 10. Spanish 11. all of the above 12. people of the United States 13. on special occasions 14. as farmers

STUDENT ANSWER SHEET

Student _____
(First Name) (Last Name)

MEXICO TEST

1. Outline Mexico. Put an "X" in the middle of it.



2. BOUNDARIES: A. Central America
B. United States
C. Pacific Ocean
D. Gulf of Mexico

S
- Megseko
- Mexico
- Majeco
- Mecksiko
- N

42

MEXICO TEST (Continued)

Student _____
(First Name) (Last Name)

3. o symbol
o compass
o legend
o N

4. o cut trees
o plant seeds
o hunt
o fish

5. o the harvest
o sun
o rain
o N

6. o stone calendars
o pillars
o furniture
o atole

7. o Aztlan
o Monterrey
o Tenochtitlan
o Mexico City

8. o a horse with a bird
o a tiger with a snake
o an eagle with a serpent
o a hawk with a mouse

9. o Aztec
o Toltecs
o Maya
o Spaniards

10. o Mayan
o Spanish
o Aztec
o English

11. o horses
o cows
o bananas
o watermelons
o all of the above

12. o Aztecs
o people of the United States
o Spanish explorers
o Toltecs

13. o on special occasions
o to work
o all the time
o never

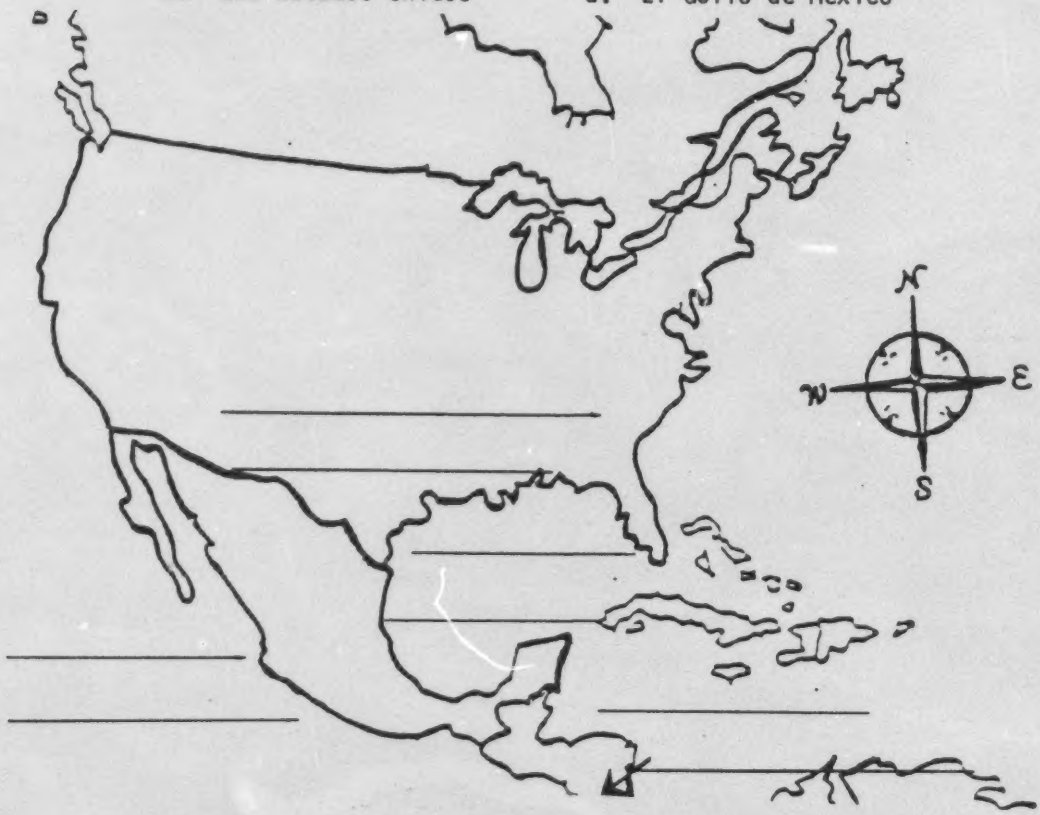
14. o in textile plants
o in department stores
o as farmers
o N

Usa el mapa para los primeros dos articulos.

1. Traza el país llamado Mexico con tu color (crayola). Pon una "X" en medio del país.

2. Escribe el nombre de las fronteras de Mexico en el lugar apropiado en el mapa.

a. América Central
b. Los Estados Unidos
c. Océano Pacífico
d. El Golfo de Mexico



Para el resto de los articulos en el examen, llena el óvalo con la mejor respuesta. Para unos articulos, puede ser que la respuesta no se a dado. Si no encuentras la respuesta correcta para estas preguntas, llena el óvalo que tiene la letra "N." Ve el ejemplo que está al fondo de la página.

Ejemplo:

¿Cuál es el modo correcto de deletrear en inglés el país que estamos estudiando?

- o Megseko
- o Mexico
- o N
- o Majeco
- o Mecksiko

PREGUNTAS DE MEXICO (POSTTEST P.2) ESTUDIANTE_____

3. o símbolo
   o brújula
   o leyenda
   o N

4. o cortar arboles
   o plantar cemillas
   o cazar
   o pescar

5. o la cosecha (siega)
   o el sol
   o la lluvia
   o N

6. o calendarios hechos de piedra
   o pilares
   o muebles
   o atole

7. o Aztlan
   o Monterrey
   o Tenochtitlán
   o Ciudad de Mexico (Distrito Federal)

8. o un caballo con un pájaro
   o un tigre con una víbora
   o una águila con una serpiente
   o un gavilán con un ratón

9. o los Aztecas
   o los Mayas
   o los Toltecas
   o los Españoles

10. o Mayan
    o Español
    o Azteca
    o Inglés

11. o caballos
    o vacas
    o plátanos
    o sandías
    o todas las respuestas

12. o los Aztecas
    o La gente de los Estados Unidos
    o exploradores españoles
    o los Toltecas

13. o en ocasiones especiales
    o al trabajo
    o todo el tiempo
    o nunca

14. o en fábricas de tejidos
    o en tienda de departamentos
    o como campesinos
    o N

82.59

Teacher Key - Pretest

Gerbils and Hamsters Unit Evaluation

Directions: Read each item to the students. Ask them to fill in the circle in front of the best answer(s) to each one. Item 1 has three correct answers; all the rest have only one correct answer.

1. What three things do mammals have in common?

- o Mammals have scales.
- o Mammals have backbones.
- o Mammals have hair.
- o Mammals nurse their young.
- o Mammals are cold-blooded.

2. Which of these animals is not a rodent?

- o beaver
- o mouse
- o gerbil
- o cow
- o hamster

For the rest of the questions, only one answer is correct.

3. Gerbils and hamsters make their homes...

- o underground
- o in trees
- o in water
- o on land

4. Hamsters and gerbils drink a lot of water.

- o True
- o False

5. Hamsters and gerbils have many natural enemies. Of the following animals, which one is a natural enemy of hamsters and gerbils?

- o the horse
- o the hawk
- o the tiger
- o the mockingbird

Return all pretest materials and this form to:

Nancy Schuyler, ORE,
Administration Building, Box 79

Teacher: _____ School: _____

I plan to finish the Gerbils and Hamsters unit on: _____
(day) (month)

STUDENT: _____

TEACHER: _____

SCHOOL: _____

STUDENT ANSWER SHEET

Gerbils and Hamsters Unit Pretest

1.
- o Mammals have scales.
- o Mammals have backbones.
- o Mammals have hair.
- o Mammals nurse their young.
- o Mammals are cold-blooded.

2.
- o beaver
- o mouse
- o gerbil
- o cow
- o hamster

3.
- o underground
- o in trees
- o in water
- o on land

4.
- o true
- o false

5.
- o the horse
- o the hawk
- o the tiger
- o the mockingbird

Teacher Key - Posttest

Gerbils and Hamsters Unit Evaluation

Directions: Read each item to the students. Ask them to fill in the circle in front of the best answer to each one. Item 3 has more than one correct answer.

1. Which of these animals is not a rodent?

   - o beaver
   - o cow
   - o mouse
   - o hamster
   - o gerbil

2. Rodents have special teeth for gnawing called...

   - o molars
   - o front teeth
   - o incisors
   - o cuspids

3. What three things do mammals have in common?

   - o Mammals have scales.
   - o Mammals have backbones.
   - o Mammals have hair.
   - o Mammals are cold-blooded.
   - o Mammals nurse their young.

FOR THE REST OF THE QUESTIONS, ONLY ONE ANSWER IS CORRECT.

4. How are rodents alike?

   - o They all have sharp teeth.
   - o They have no claws.
   - o They all are about the same size.
   - o They all have long tails.

5. Gerbils and hamsters make their homes...

   - o underground
   - o in water
   - o in trees
   - o on land

6. Hamsters and gerbils hibernate during the winter. o True o False

7. Hamsters and gerbils drink a lot of water. o True o False

8. Hamsters usually sleep during the day. o True o False

9. Hamsters and gerbils have many natural enemies. Of the following animals, which one is a natural enemy of hamsters and gerbils?

   - o the horse
   - o the tiger
   - o the hawk
   - o the mockingbird

10. Hamsters and gerbils protect themselves from their enemies by...

    - o changing colors
    - o running and hiding
    - o fighting off their enemy
    - o the right answer is not listed

ANSWER KEY: 1. Cow 2. Incisors 3. Backbones, hair, nurse young 4. Sharp teeth 5. Underground 6. False 7. False 8. True 9. Hawk 10. Running and hiding

Student _____ _____
(First Name) (Last Name)

Student Answer Sheet

Gerbils and Hamsters Final Test

DIRECTIONS: LISTEN TO EACH ITEM. FILL IN THE CIRCLE IN FRONT OF THE BEST ANSWER TO EACH ONE. ITEM 3 HAS MORE THAN ONE CORRECT ANSWER.

1. ○ beaver ○ cow
○ mouse ○ hamster
○ gerbil

2. ○ molars ○ front teeth
○ incisors ○ cuspids

3. ○ Mammals have scales.
○ Mammals have backbones.
○ Mammals have hair.
○ Mammals are cold-blooded.
○ Mammals nurse their young.

FOR THE REST OF THE QUESTIONS, ONLY ONE ANSWER IS CORRECT.

4. ○ They all have sharp teeth.
○ They have no claws.
○ They all are about the same size.
○ They all have long tails.

5. ○ underground ○ in water
○ in trees ○ on land

6. ○ True ○ False

7. ○ True ○ False

8. ○ True ○ False

9. ○ the horse ○ the tiger
○ the hawk ○ the mockingbird

10. ○ changing colors ○ running and hiding
○ fighting off their enemy ○ the right answer is not listed

STOP

FILE ID A / T / M CARD FILE LAYOUT LOCATION: Page 1 of 2

PROGRAM: ACCREDITATION: Social Studies/Science Study X AISD _____

YEAR: 1982-83 _____UT PF_____,_____,_____
acct. pass. file name

82.59

CONTENTS: SCIENCE TESTS: Pretests and Posttests on Gerbils/Hamsters (Gr. 2)

Field	Columns	Description
A	1-3	File ID (ATM)
B	4-6	First three letters of students' last name
C	7-8	Teacher Number: 01-47 (in pencil in upper corner)
D	9-10	Student Number: 01-30 (in corner in red)
E	11-11	Blank
Note:	For all items, no response should be punched as blank; sample attached	
F	12-14	Science pretest responses (blue sheets): Item 1, three responses (1-5) Leave blank if over three responses are marked.
G	15-18	Responses to items 2-5 (1-5 as possible responses) (Double response = blank)
H	19-19	Space
I	20-21	Science posttest responses (beige sheets): Items 1 and 2 (1-5)
J	22-24	Item 3: three responses 1-5 (leave blank if over three are marked)
K	25-31	Responses to items 4-10 (1-4) (Double response = blank)

A-24

Attachment A-3
(Page 1 of 7)

FILE ID A / T / M CARD FILE LAYOUT LOCATION: Page 2 of 2

PROGRAM: ACCREDITATION: Social Studies/Science Study X AISD

YEAR: 1982-83 UT PF____,____,_____
acct. pass. file name

82.59

CONTENTS: Mexico Pretest and Posttest responses

Field	Columns	Description
A	1-3	File ID (ATM)
B	4-6	First three letters of students' last name
C	7-8	Teacher Number: 01-47 (in pencil in upper corner)
D	9-10	Student Number: 01-30 (in corner in red)
E	11-11	Blank
Note:	For all items, no response or double response = blank, sample test attached Skip item "S" (Sample)	
G	12-18	Responses to pretest on Mexico (white sheets): 1-5 as possible responses
H	19-19	Blank
I	20-33	Responses to posttest (green): 1-5 as possible responses

A-25

Attachment A-3
(Continued, Page 2 of 7)

STUDENT ANSWER SHEET
Mexico Unit PRETEST

STUDENT: _____

TEACHER: _____

SCHOOL: _____

SKIP

S
- o Megseko
- o Mexiço
- o Majeco
- o Mecksiko
- o N

12 1.
- 1 o symbol
- 2 o compass
- 3 o legend
- 4 o N

13 2.
- 1 o the harvest
- 2 o sun
- 3 o rain
- 4 o N

14 3.
- 1 o stone calendars
- 2 o pillars
- 3 o furniture
- 4 o atole

15 4.
- 1 o Aztlan
- 2 o Monterrey
- 3 o Tenochtitlan
- 4 o Mexico City

16 5.
- 1 o Mayan
- 2 o Spanish
- 3 o Aztec
- 4 o English

17 6.
- 1 o horses
- 2 o cows
- 3 o bananas
- 4 o watermelons
- 5 o all of the above

18 7.
- 1 o on special occasions
- 2 o to work
- 3 o all the time
- 4 o never

STOP

Posttest

Attachment A-3
(Continued, Page 4 of 7)

Student _____
(First Name) (Last Name)

Student Answer Sheet

Gerbils and Hamsters Final Test

DIRECTIONS: LISTEN TO EACH ITEM. FILL IN THE CIRCLE IN FRONT OF THE BEST ANSWER TO EACH ONE. ITEM 3 HAS MORE THAN ONE CORRECT ANSWER.

20 1. 1 ○ beaver 4 ● cow
2 ○ mouse 5 ○ hamster
3 ○ gerbil

21 2. 1 ○ molars 3 ○ front teeth
2 ● incisors 4 ○ cuspids

22 3. 1 ○ Mammals have scales.
23 2 ● Mammals have backbones.
3 ● Mammals have hair.
24 4 ○ Mammals are cold-blooded.
5 ● Mammals nurse their young.

FOR THE REST OF THE QUESTIONS, ONLY ONE ANSWER IS CORRECT.

25 4. 1 ● They all have sharp teeth.
2 ○ They have no claws.
3 ○ They all are about the same size.
4 ○ They all have long tails.

26 5. 1 ● underground 3 ○ in water
2 ○ in trees 4 ○ on land

27 6. 1 ○ True 2 ● False

28 7. 1 ○ True 2 ● False

29 8. 1 ● True 2 ○ False

30 9. 1 ○ the horse 3 ○ the tiger
2 ● the hawk 4 ○ the mockingbird

31 10. 1 ○ changing colors 3 ● running and hiding
2 ○ fighting off their enemy 4 ○ the right answer is not listed

STUDENT: _____

TEACHER: _____

SCHOOL: _____

PRETEST

STUDENT ANSWER SHEET

Gerbils and Hamsters Unit Pretest

12-14 1.
- ○ Mammals have scales.
- ● Mammals have backbones.
- ● Mammals have hair.
- ● Mammals nurse their young.
- ○ Mammals are cold-blooded.

15 2.
- ○ beaver
- ○ mouse
- ○ gerbil
- ● cow
- ○ hamster

16 3.
- ● underground
- ○ in trees
- ○ in water
- ○ on land

17 4.
- ○ true
- ● false

18 5.
- ○ the horse
- ● the hawk
- ○ the tiger
- ○ the mockingbird

MEXICO TEST (Continued)

Student _____
(First Name) (Last Name)

22 3. 1o symbol
2o compass
3o legend
4o N

23 4. 1o cut trees
2o plant seeds
3o hunt
4o fish

24 5. 1o the harvest
2o sun
3o rain
4o N

25 6. 1o stone calendars
2o pillars
3o furniture
4o atole

26 7. 1o Aztlan
2o Monterrey
3o Tenochtitlan
4o Mexico City

27 8. 1o a horse with a bird
2o a tiger with a snake
3o an eagle with a serpent
4o a hawk with a mouse

28 9. 1o Aztec
2o Toltecs
3o Maya
4o Spaniards

29 10. 1o Mayan
2o Spanish
3o Aztec
4o English

30 11. 1o horses
2o cows
3o bananas
4o watermelons
5o all of the above

31 12. 1o Aztecs
2o people of the United States
3o Spanish explorers
4o Toltecs

32 13. 1o on special occasions
2o to work
3o all the time
4o never

33 14. 1o in textile plants
2o in department stores
3o as farmers
4o N

LINEAR MODEL COMPARISONS--GERBIL AND HAMSTER TEST

FTEST=FTEST 2

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.2816	36.7932	1.0220	0.0619	0.9401
REST	5	0.2791	36.9197			
DIFF.		0.0025	0.1265	0.0633	DF1= 2. DF2=	36.

FTEST=FTEST 6

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	5	0.2791	36.9197	0.9715	1.6705	0.2039
REST	6	0.2474	38.5427			
DIFF.		0.0317	1.6230	1.6230	DF1= 1. DF2=	38.

FTEST=FTEST 7

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	6	0.2474	38.5427	0.9883	2.9640	0.0931
REST	7	0.1902	41.4720			
DIFF.		0.0572	2.9293	2.9293	DF1= 1. DF2=	39.

LINEAR MODEL COMPARISONS--MEXICO TEST

FTEST=FTEST 2

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.2745	77.4507	2.1514	0.0678	0.9346
REST	5	0.2718	77.7422			
DIFF.		0.0027	0.2915	0.1458	DF1= 2. DF2=	36.

FTEST=FTEST 6

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	5	0.2713	77.7422	2.0453	0.2279	0.6358
REST	6	0.2674	78.2085			
DIFF.		0.0044	0.4663	0.4663	DF1= 1. DF2=	38.

FTEST=FTEST 7

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	6	0.2674	78.2085	2.0053	0.1857	0.6689
REST	7	0.2639	78.5809			
DIFF.		0.0035	0.3723	0.3723	DF1= 1. DF2=	37.

Accreditation

Appendix B

TIME USE SURVEY

82.59 Instrument Description: Time Use Survey

Brief description of the instrument:

The Time Use Survey included 12 questions about the Mexico and Gerbils and Hamsters units. Teachers were asked about advantages and disadvantages of the method they used, problems in using the units, and the tests employed.

To whom was the instrument administered?

All 43 teachers involved in the accreditation time use study.

How many times was the instrument administered?

Once.

When was the instrument administered?

At the end of the time use study (about March 4).

Where was the instrument administered?

In teachers' classrooms.

Who administered the instrument?

Self-administered.

What training did the administrators have?

None needed.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

ORE evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

Purpose

The Time Use Survey addressed teachers' attitudes towards the time use method, the units, and the tests used. They were also asked if they had any problems in teaching the units which could affect students' performance. This supplied information on teachers' preference for methods and possible future improvements. It was hoped that teachers' responses would reveal advantages and disadvantages of the methods used besides achievement outcomes.

Procedures and Results

The evaluator developed the short survey and distributed it to several coordinators for review. Only minor changes were made. The survey was sent out February 23 along with the memorandum shown in Attachment B-1. Teachers were asked to return the survey at the end of the study. A total of 32 of 43 teachers (74%) did so (14 TEA and 18 AISD teachers).

Results were hand tallied by the evaluator and checked by the evaluation assistant. Questions 4-9 were tallied separately for AISD and TEA method teachers. It was noticed that "neutral" was listed as a possible response twice (points 3 and 6) instead of "neutral" as point 3 and "not applicable" as point 6. Responses of 3 and 6 were all considered "neutral." Since all questions applied to all teachers except two and they marked "NA" in the margin, the lack of this option was not a problem.

Responses to multiple-choice questions are shown in Attachment B-2 (items 3, 4, 5, 6, 7, 8, 9, 10). Responses to open-ended questions are paraphrased and tallied in Attachment B-3. Some of the important findings were that:

1. Only five comments noted advantages of the TEA method compared to 48 for the AISD method. (Some teachers made multiple comments). Some of the main advantages of AISD's approach were that it:

   - Allowed more and better-organized preparation (10).
   - Allowed children to grasp the information better and concentrate on one topic and set of vocabulary at a time (17).
   - Allowed 45-60 minutes for a lesson, which was adequate to teach the lesson, have some discussion, and complete a related activity--30 minutes wasn't long enough (23).
   - Allowed more time for preparation and space to put book exhibits, bulletin board displays, art projects, etc. (4).

2. Those who used the TEA method had 29 comments on disadvantages; only five negative comments were made by AISD method teachers, and these related to the time cutoff for the unit imposed just for the study. Disadvantages of the TEA method were that:

- Thirty minutes was not long enough for a lesson. Much of the time went to review, and teachers had to quit at the peak of student interest and enthusiasm. Teachers felt rushed, with inadequate time to cover the material and the extended activities (9).
- Preparation for two units each day was difficult and time consuming (3).
- Transitions from social studies to science were artificial and difficult; children's attention, time, energy, and enthusiasm were divided between two fascinating subjects, and they sometimes transposed concepts from one lesson to the other (4).
- Six weeks was too long. Students got tired and restless with the same unit of study (especially Gerbils) (4).
- The room was overcrowded with materials for both units (1).

3. Those who had used both methods definitely preferred the AISD method (85% chose AISD's method over TEA's).

The AISD method group was more positive in responding to the agree-disagree statements (4-9).

- About two thirds of the teachers felt participation in the study made them concentrate on social studies and science more and spend more time on it (TEA = 50%, AISD = 76%).

- The TEA teachers thought the Mexico final test covered the material better than the Gerbils and Hamsters test (69% liked the Mexico test while 50% liked the science test).

- Over 80% of the AISD teachers agreed that both tests covered the basic concepts adequately.

- About 70% of the TEA and 80% of the AISD teachers would like to use the Mexico test again next year. About 40% and 70% of the TEA and AISD teachers would like to use the Gerbils and Hamsters test again.

Most teachers (90%) had gerbils available during the unit. However, only 62% of the TEA and 33% of the AISD teachers had hamsters available, and one AISD teacher had neither animal. It is unknown whether the fact that AISD method teachers had fewer hamsters during the unit had any impact on learning. However, the unit emphasizes similarities and differences between the two animals which is likely to be more difficult with only one type of rodent available in the classroom. Pictures seem to be an inferior substitute. Eight teachers (25%) specifically mentioned that hamsters should be made available to improve the unit.

Some teachers did mention problems they felt could affect test results, but these seemed to be balanced across the groups.

Suggestions for improvements on the Gerbils and Hamsters unit included making hamsters available (8), adding more extension activities (5), expanding the unit to include more information on other animal groups (9), and translating the unit to Spanish (2).

Teachers seemed to basically like the Mexico unit, but did suggest a variety of specific ways to improve it and two errors found in the text (see page 11 of Attachment B-3).

Overall, the survey results indicate a definite preference for the AISD method. This allows teachers to concentrate on one unit at a time and extend the time spent each day on science or social studies.

Teachers believe it benefits both teachers and students. It allows teachers to prepare and teach in a more organized way. Students benefit from concentrating on one subject and seem to grasp the material better. They also have more chance for discussion and hands-on activities.

82.59

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 23, 1983

TO: Second Grade Teachers

FROM: Nancy Baenen Schuyler

SUBJECT: Time Use Study

Thank you very much for participating in the social studies/science time use study. We really appreciate your extra effort.

Most of you have just about completed both units. When you are done, we will need the following:

1. Any tests you still have.
2. Your calendar with a brief description of when you taught the lessons.
3. Your responses to the attached survey. This will give us an idea of how you felt about the approach you used.

We hope to have all the test data analyzed and surveys reviewed by early in April. We will report to TEA on test results and other advantages/disadvantages of each method. In terms of test results, we only have to show that "AISD's" method is as effective as "TEA's" method. Your survey responses should give them an idea of the practical benefits and/or problems with each method. I'll send you a summary of results later this spring.

Thanks again! Feel free to call me at 458-1228 if you have any comments, questions, or problems.

NBS:rrf
Attachment

Approved: _____
Director, Office of Research and Evaluation

Approved: _____
Assistant Superintendent, Elementary Education

TEA_____

AISD_____

1. What were the advantages of the method you used this year to teach the Mexico and Gerbils and Hamsters units?

2. What were the disadvantages of the method you used this year?

3. If you taught these units using both the "TEA" method (teaching science and social studies each day) and the "AISD" method (alternating when these subjects are taught), which did you prefer?

TEA method _____ AISD method _____ Not Applicable _____
(Have not used both methods)

Why?

Please use the scale which shows how much you agree with the following statements.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NEUTRAL
1	2	3	4	5	6

4.	Participation in this study made me concentrate more on social studies and science and spend more class time on it.	1	2	3	4	5	6
5.	The Mexico final test seemed to reasonably cover the basic concepts in the first eight lessons.	1	2	3	4	5	6
6.	I would like to use the Mexico final test again next year.	1	2	3	4	5	6
7.	The Gerbils and Hamsters final test reasonably covered the main ideas in the unit.	1	2	3	4	5	6
8.	I would like to use the Gerbils and Hamsters final test again next year.	1	2	3	4	5	6

9. Do you have any other comments about the study or the method you used?

(over)

82.59

10. What animals did you have available during the unit? Gerbil____ Hamster____
Did you have any problems with the tests or material in either the Mexico or Gerbil and Hamster unit that might affect your students' test scores?

11. Do you have any suggestions for ways in which the Gerbil and Hamster unit could be improved?

12. Do you have any ideas on how the Mexico unit could be improved?

Please return by March 11 to Nancy Schuyler, ORE, Adm. Bldg.

82.59

TEA_____

TIME USE SURVEY

AISD_____

1. What were the advantages of the method you used this year to teach the Mexico and Gerbils and Hamsters units?

2. What were the disadvantages of the method you used this year?

3. If you taught these units using both the "TEA" method (teaching science and social studies each day) and the "AISD" method (alternating when these subjects are taught), which did you prefer?

N=13 TEA method 2 (15%) AISD method 11 (85%) Not Applicable (Have not used both methods) TEA = 1 AISD = 17

Why?

Please use the scale which shows how much you agree with the following statements.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

PERCENT RESPONDING

		1	2	3	4	5	N
4. Participation in this study made me concentrate more on social studies and science and spend more class time on it.	TEA	25	25	8	17	25	N=12
	AISD	35	41	–	12	12	N=17
	ALL	31	34	3	14	17	N=29
5. The Mexico final test seemed to reasonably cover the basic concepts in the first eight lessons.	TEA	15	54	8	15	8	N=13
	AISD	33	50	11	6	–	N=18
	ALL	26	52	10	10	3	N=31
6. I would like to use the Mexico final test again next year.	TEA	23	38	8	23	8	N=13
	AISD	39	39	17	6	–	N=18
	ALL	32	39	13	13	3	N=31
7. The Gerbils and Hamsters final test reasonably covered the main ideas in the unit.	TEA	21	29	29	21	–	N=14
	AISD	31	50	13	6	–	N=16
	ALL	27	40	20	13	–	N=30
8. I would like to use the Gerbils and Hamsters final test again next year.	TEA	29	14	21	29	7	N=14
	AISD	33	39	17	11	–	N=18
	ALL	31	28	19	19	3	N=3-

9. Do you have any other comments about the study or the method you used?

10. What animals did you have available during the unit?

Gerbil TEA(N=13) 11 (85%) AISD(N=18) 17 (94%)

Hamster TEA(N=13) 8 (62%) AISD(N=18) 6 (33%)

Other Mice (2 TEA) Guinea Pig (2 TEA) Chinchilla (2 TEA) Rabbits (1 TEA)

Neither 1 AISD

1. WHAT WERE THE ADVANTAGES OF THE METHOD YOU USED THIS YEAR TO TEACH THE MEXICO AND GERBILS AND HAMSTERS UNITS?

TEA GROUP: COMMENT	NUMBER STATING
- I taught science to two classes, team teacher taught social studies--allowed better preparation.	2
- None.	9
- Repetition of materials and concepts was good for the class.	1
- Units were taught much faster.	1
- Units that run over two weeks must be done at the same time.	1
AISD GROUP:	
- Allowed concentration on each unit to the fullest.	6
- Allowed better preparation and time to gather more information and materials.	10
- Children were able to grasp more.	7
- Finished units more quickly.	1
- Was able to keep more organized.	1
- More time to work on extended activities.	2
- Allowed more time for better teaching--cramming both in one day does units an injustice.	2
- Other teachers were able to share the charts I translated.	1
- Each unit caught and held my attention.	1
- My students' response was great.	1
- Allowed more depth and continuity.	1
- Allowed more extensive bulletin board work (both due to space and preparation time).	3
- Allowed 45-60 minutes/day for one unit which was adequate for good teaching; 30 minutes isn't long enough.	5
- Allowed alternating of science, health, and social studies.	1
- Allowed more correlated activities.	1
- Allowed "longer discussion on the subject and students were able to carry their thoughts to more extended discussions at home."	1

1. AISD Continued.

COMMENT	NUMBER STATING
- With so many slower children, it would have been difficult to teach two sets of vocabulary (science/social studies).	1
- More time for review.	1
- Students seemed less confused and looked forward to the unit lesson more.	1
- Allowed more time and space for book exhibits, charts, art projects, etc.	1

2. WHAT WERE THE DISADVANTAGES OF THE METHOD YOU USED?

TEA GROUP COMMENT	NUMBER STATING
- Half of each lesson was spent on review so lessons were too short. We had to quit just at the height of students' enthusiasm and interest--the teacher and class were frustrated.	1
- Transition from social studies to science was artificial and difficult.	1
- Other study areas sometimes had to be shortened or eliminated, depending on the particular day (e.g., story-time, math, art, reading).	3
- Preparation for two units each day was difficult and time-consuming.	3
- The pace was unnaturally slow and personally frustrating.	1
- The room was overcrowded with the materials I wanted to use for the two units.	1
- The overall length of the study (six weeks) was too long. Children get tired and restless with the same unit of study. Sometimes they forget because of this.	3
- Children felt pulled between the two units of study. They had to divide their time and energy between two fascinating subjects.	1
- Concentration in two-weeks allows more correlation to art, language arts, music, and physical education, but six weeks is too much of a good thing.	1
- Not enough time to cover material (rushed, no breathing time)	3
- Too many special events and schedule interferences hurt coherency and efficiency.	1
- Bad timing (Black History, Great Americans).	1
- Not enough time for extended activities in Mexico unit.	1

2. TEA Continued.

COMMENT	NUMBER STATING
- By the time students started thinking of question answers, it was time to stop.	1
- Gerbils did not take as long as Mexico.	1
- Thirty minutes is not long enough to do an adequate job with the lesson and still have time for independent follow-up activities.	4
- Students' attention and enthusiasm was scattered between two lessons.	1
- Transitions from one lesson to the next were difficult--students sometimes transposed concepts from social studies to science lessons.	1

AISD GROUP

COMMENT	NUMBER STATING
- None.	7
- Six-week time limit did not allow time for as many enrichment activities as would be desirable. Put pressure on us to get material covered.	4
- Not enough time for Mexico--I could have used another week.	1

3. IF YOU TAUGHT THESE UNITS USING BOTH THE "TEA" AND "AISD" METHODS, WHICH DID YOU PREFER?

PREFER TEA METHOD: TWO IN TEA GROUP

- I like teaching both on the same day. It depends on how flexible the schedule is for the year with other subjects, such as music and physical education. Sometimes these classes conflict and this can't be done because there's not enough time in the day. 1

- As an experienced teacher, I prefer to choose "unit combinations" or single units at certain times. New teachers might find it difficult to teach two in depth at once. 1

PREFER AISD METHOD: ELEVEN IN TEA GROUP AND
THREE IN AISD GROUP
(REST HAD NOT USED BOTH METHODS)

TEA

- Easier to plan for one unit at a time. 1
- Easier to present one unit at a time. 2
- Day is too crowded when both are being taught. 1
- More time to introduce and complete extended activities. 3
- More time to teach the units--don't feel rushed. Thirty minutes is not long enough. 3
- More time for discussion. 1
- Allows students to concentrate and focus on one subject. 1
- Feel more relaxed, better prepared. 1
- TEA method requires too much repetition and can be frustrating. 1

AISD

- Easier to hold attention of class. 1
- Class accomplished more. 1
- Students find it hard to remember material from social studies and science in one day (confusing). 2
- TEA method planning is not as good. 1
- AISD method was not as rushed time-wise. 2

4.	I used part of my language arts block for social studies/ science (TEA).	1
	Used part of math and storytime (TEA).	1
	I have always had one hour for social studies/science each day. (TEA)	1
5.	I found several things that bothered me about the Mexico test: Items on Spanish test should be written in one row instead of in two rows. Also, try to reduce length of Spanish test to one sheet to match English (AISD).	1
6.	Replace "Choc" question (TEA).	1
7.	Did not think all questions were fair--did students get credit for knowing some characteristics of mammals? (Yes)	1
8.	Gerbils and Hamsters final test--could be expanded a little more.	1
	Avoid using double negatives. (could find none on test)	1
	Make vocabulary easier on test and more straightforward.	1

10. DID YOU HAVE ANY PROBLEMS WITH THE TESTS OR MATERIALS IN EITHER THE MEXICO AND GERBIL AND HAMSTER UNIT THAT MIGHT AFFECT YOUR STUDENTS' TEST SCORES?

TEA

None. 5

Gerbils and Hamsters

- Wording on Gerbil test seemed inappropriate for my students' comprehension level. 1
- Lack of Spanish translation for Gerbils and Hamsters test (#23). 1
- Question 10 on Hamster test was difficult to interpret. 1
- Lack of hamster. 1
- Terms "underground" versus "on land" were confusing. 1

Mexico

- Question 2 was confusing because of double lines. Better question on Maya Indians. 1
- Question 1 - X to mark Mexico City. 1
- Try to rearrange map so "boundaries" are not listed in the U. S. area. 1
- Some terminology on the test wasn't stressed in the unit. (B.H.) 2
- The objective in lesson three uses the word pillar and so does the test. The unit vocabulary and dialogue uses the word column. Only one child made the connection on the test. 1
- Use word "columns" instead of "pillars" on question 6. 2
- When I gave the test I realized that the vocabulary for bilingual children needs to be stressed (some words are new or used differently). 1

AISD

None. 6

- Teacher missed two weeks and had to reteach a few lessons. 1
- Not enough chance for review which children need a lot of--lots to cover. 1
- Some students were out with chicken pox. 2

Gerbils and Hamsters

- Question 6 on Gerbils and Hamsters test did not match info in book. 1
- Question 6 was tricky. 1
- Some couldn't read the tests. 1
- Some things I stressed were different from the test. 1
- Lack of Spanish translation for Gerbil test. 1
- Some kids were out frequently. 1
- Had hamster only one day. 1
- Some students had problems in Gerbil and Hamster test keeping answers for the items with the correct numbers. 1
- "Incisors" term; use of term "on land" and "underground." 1
- My students seemed to respond better orally than in writing. 1

Mexico

- Items 4 and 5 are not listed in the teacher's test as in the students' test which was confusing. 1
- Some wording on test was slightly different from the subject matter. 1
- Somewhat hurried on day of Mexico test due to schedule change (#34). 1

11. DO YOU HAVE ANY SUGGESTIONS FOR WAYS IN WHICH THE GERBIL AND HAMSTER UNIT COULD BE IMPROVED?

TEA

- No or blank 4
- There could be an extension or follow-up unit on the various classes of animals (mammals, reptiles, etc.) 1
- Need extra art activities 1
- Include a broader study of rodents. Less indepth study of likenesses and differences of hamsters and gerbils only. 1
- Better worksheets. 1
- More word puzzles. 1
- Some tie-in with ecology and rodents in the wild. 1
- Expand. I added more about different animal groups and marine mammals and marsupials to stretch the unit. 1
- Needs more material if it is to be taught over long period of time. 1
- Make hamsters available (We just had a gerbil). It was difficult to compare characteristics without both in the classroom. (Perhaps through science or Living Materials Center). 4
- Give more time to broader study of mammals (children are very interested in marsupials and marine mammals). 1
- Add more on concept of carnivorous, herbivorous, omnivorous. 1

AISD

- No or blank. 5
- Better introduction to the study of animals: regions where they are found and more on classes of animals. 1
- Tamer gerbils (many teachers bitten). It was hard to convince the children they are good pets. 1
- Translation to Spanish. 2
- Didn't care for it. 1
- More activities and art ideas. 1

- More time devoted to characteristics of other groups of animals--birds, fish, reptiles.	1
- Like it--good unit.	2
- More emphasis on mammals in general.	2
- Provide hamsters to ease comparisons.	4

12. DO YOU HAVE ANY IDEAS ON HOW THE MEXICO UNIT COULD BE IMPROVED?

TEA

- No or blank. 4
- Excellent unit--Unit is fine. 3
- Like combination of content and hands-on activities and opportunity to select/combine methods that were best for her and the students. 1
- Better lessons on modern Mexico--too much on history. 2
- Stress interesting contrasts and similarities of our two countries. 1
- Include more geographical locations of cities and ports of entry. 1
- Refer to other volcanoes instead of just one. 1
- Better worksheets. 1
- Provide pictures so we can make timelines. 1
- Followup unit on Texas: Texas Independence, etc. 1
- Fix word puzzle (Mon(c)tezuma spelled differently--error) 1
- Unit tries to cover too much. 2
- We should concentrate on just history or just modern Mexico. 1
- Teachers need more information on the time span and overlapping geography of the Mayans, Toltecs, and Aztecs. 1

AISD

- No or blank 3
- Excellent unit--unit is fine. 7
- Leave off vocabulary section (numbers, colors), and substitute a couple of basic Spanish songs. 1
- Three weeks was too short. Allow more time for supplementary activities. 2
- More materials (pictures, filmstrips) since we had eight teachers. 1
- The word miércoles has the accent on the i instead of the e. 1

Accreditation

Appendix C

TIME USE CALENDARS

INSTRUMENT DESCRIPTION: Time Use Calendars

Brief Description of the instrument:

Teachers participating in the time use study were supplied with blank calendars for July and August. They were asked to note a brief description of material studied each day during the six-week study. Teachers were provided with a sample.

To whom was the instrument administered?

All 43 second-grade teachers participating in the social studies and science time use study. Schools included Barton Hills, Becker, Brentwood, Casis, and Sanchez (TEA group), and Pease, Allan, Oak Hill, and Sunset Valley (AISD group).

How many times was the instrument administered?

Once.

When was the instrument administered?

January and February 1983.

Where was the instrument administered?

In the teachers' classrooms.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Sample calendar and written directions provided.

Was the instrument administered under standardized conditions?

No, although all had the same sample guide.

Were there problems with the instrument or the administration that might affect the validity of the data?

Data are as accurate as teachers' recordkeeping on calendars.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

None.

Purpose

The time use calendars provided information on teachers' schedules during the time use study. Teachers' calendar information was used to determine whether the study was instituted as planned and the way teachers organized their time. The basic evaluation question addressed through the time use study overall was:

> Evaluation Question D1-9: Do students learn more science and social studies if taught each subject each day (TEA method) or if taught by unit (AISD method)?

Procedure

On January 4, teachers were sent a set of materials about the time use study. Included was a sample calendar, blank calendars for January and February, and instructions to briefly describe their activities each day during the six-week study (see Attachment C-1). A total of 20 teachers was asked to use the TEA method of teaching science and social studies each day; 23 teachers were allowed to teach the units in whatever time sequence desired as long as units were completed within six weeks.

Fifteen (75%) of the 20 TEA and 15 (65%) of the 23 AISD-method teachers returned their calendars. These were then reviewed to see whether both units were completed and the length of time spent on each. TEA-group calendars were checked to see if each subject was taught every day. AISD-group calendars were checked to see how time was divided between the subject areas.

Results

Teachers in TEA Group

For the most part, the teachers did teach a science and social studies lesson each day. Occasionally, one subject or the other was skipped due to a long activity in one subject (e.g., watched a film on animals, making atolé). Both subjects were occasionally skipped on special occasions (such as Valentine's Day or an assembly day). Some teachers did not spend the full six weeks on the units. About half reported finishing the two units within four to five weeks (instead of six weeks as originally planned). Two teachers team taught the units--one taught a Mexico lesson each day and the other taught a Gerbil and Hamster lesson.

Teachers in AISD Group

All of the 15 teachers responding taught one unit for two to four weeks and then moved on to the other unit. It appeared that the AISD teachers spent more time on extended activities than the TEA group, especially for the Mexico unit.

Most teachers (12 of 15 or 80%) reported finishing the Gerbil and Hamster unit in two weeks. Nine teachers (60%) spent three weeks on Mexico, one spent 3.5 weeks, and the rest (33%) spent four weeks on Mexico. About 40% of the group (six teachers) finished the two units in five weeks, the rest took about six weeks.

Review of the calendars and comments on them suggested that the TEA group felt rushed and decided to concentrate on the basic facts and skip most of the extended activities on Mexico. The AISD group took advantage of more extended activities related to Mexico.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 4, 1983

TO: Second-Grade Teachers Addressed

FROM: Nancy Baenen Schuyler

SUBJECT: TEA Time Use Study (Social Studies/Science)

January has come quickly! Thanks again for participating in the social studies and science time use study. We hope it will be helpful to AISD and the State. I've attached all the details about the study including:

- Summary of procedure (Attachment A)
- Pretest directions (Attachment B) and pretests on Mexico
- Pretests on Hamsters and Gerbils Unit (Attachment C)
  (All posttests will be sent later.)
- Sample calendar of time use (Attachment D).

Please look over the materials closely. Let me know at 458-1228 if you have any questions.

NBS:rrf
Attachments

Approved: _____
Director, Office of Research and Evaluation

Approved: _____
Assistant Superintendent - Elementary Education

cc: Principals at Barton Hills, Becker, Brentwood, Casis, Sanchez, Pease, Allan, Oak Hill, and Sunset Valley

ATTACHMENT A

TIME USE STUDY

(SOCIAL STUDIES/SCIENCE)

STUDY DESIGN

Groups. All second-grade teachers at Barton Hills, Becker, Brentwood, Casis, and Sanchez were randomly assigned to the "TEA Method" group.

All second-grade teachers at Pease, Allan, Oak Hill, and Sunset Valley were assigned randomly to the "AISD Method" group.

Dates. Start January 10 if at all possible, but any time through January 17 is acceptable. You have six weeks to finish the first eight lessons of the Mexico Unit and the Gerbil Unit. Your completion date should be between February 18 and 25 depending on when you start.

Procedure. This study is designed to see whether the AISD method is as effective as the TEA method in promoting student learning. Teachers in the TEA method group should spend 30 minutes each day on the science unit and 30 minutes each day on the social studies unit. You do not have to make up for time missed due to an uncontrollable event (assembly, etc.) unless it is easy to do so. The AISD method group can teach both units on any time schedule desired as long as both units are taught within the six-week time limit. Please note the time spent daily on each subject on the attached calendar along with a brief description of daily activities (see sample).

Read the instructions for the pretests that are attached.

Give the short pretest on the material in both units before teaching the material and the posttest afterwards. (Posttests will be sent later.)

Students' average pre- and posttest scores on both tests will be compared to see whether one teaching schedule results in greater achievement gains than the other. You will be asked to report briefly on problems encountered, any material not covered, and advantages and disadvantages of the method you used at the end of the study.

L = Lesson
EA = Extended Activity

1983 JANUARY 1983

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2	3	4	5	6	7	1 / 8
9	10 Week 1 Mexico L1: Map Skills, Geography*	11 L1: Volcanoes: Story of Paricutin	12 L1--EA #4 Built Volcano	13 Mexico L2: Discussed Maya: Made Atole	14 L2: EA #8 Read and discussed legend of Moon God	15
16	17 Week 2 Gerbils: Lesson 1 Mammals - Characteristics	18 Gerbils: Lesson 2 Film: What is a Mammal?	19 Gerbils: Lesson 2 Film: What is a Rodent?	20 Gerbils: Lesson 3 Gerbils vs. Hamsters Resources #6	21 Gerbils: Lesson 4 Gerbils' and Hamsters' Enemies (Resources #)	22
23	24	25	26	27	28	29
30	31					

* This sample is only designed to show the type of description that would be helpful. It may not be realistic in terms of material covered each day. Also, yours does not have to be typed!

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1983 JANUARY 1983

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2	3	4	5	6	7	1
9	10	11	12	13	14	8 15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

C-8

88 89

Attachment C-1
(Continued, Page 4 of 5)

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1983 FEBRUARY 1983

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

C-9

(Continued, Page 5 of 5)

Accreditation

Appendix D

ACCREDITATION STATUS REPORT

82.59 Instrument Description: Accreditation Status Report

Brief description of the instrument:

Reports of progress made towards the accomplishment of accreditation activities for 1982-83 were made twice during the school year. Administrators with primary responsibility for each area were asked to review the status of activities in the "AISD Accreditation Plan: Revised for 198?-83" during January 1983 and May 1983.

To whom was the instrument administered?

Administrators with major responsibility for accreditation priority and program discrepancy areas.

How many times was the instrument administered?

Twice.

When was the instrument administered?

January 1983 and May 1983.

Where was the instrument administered?

Materials were sent to administrators' AISD building addresses.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation staff (adapted from AISD accreditation plan).

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

ACCREDITATION STATUS REPORT

Purpose

Administrators in charge of various aspects of AISD's accreditation plan were asked to provide status reports and documentation of activities in their areas. This information served as supportive data in examining the District's achievement of its third-year objectives. It helped to answer the following decision and evaluation questions:

Accreditation Decision Question D1: Has the Austin Independent School District made sufficient progress towards meeting its five-year accreditation goals? Should AISD modify the five-year plan as it is specified for 1983-84?

Evaluation Question D1-1: Have the third-year objectives for 1982-83 in language arts been met?

Evaluation Question D1-2: Has the third-year objective for 1982-83 in social studies at the elementary level been met?

Evaluation Question D1-3: Has the third-year objective for 1982-83 related to minority student achievement been met?

Evaluation Question D1-4: Has the third-year objective for 1982-83 related to discipline at the secondary level been met?

Evaluation Question D1-5: Has the 1982-83 objective for coordination been met?

Evaluation Question D1-6: Has the 1982-83 objective for personnel evaluation been met?

Evaluation Question D1-7: Has the 1982-83 objective related to the bond issue been met?

Evaluation Question D1-8: Have activities for 1982-83 in each area been completed?

Procedure

Activities

One or more central administrators were put in charge of each area in the accreditation plan for 1982-83. They were to see that activities listed in the plan were carried out and supply documentation of completion to ORE.

Documentation and status reports were completed in response to memoranda issued in January and May asking for the information. Attachment D-1 shows the January 20 memorandum. On February 8, a reminder was sent to those who had not yet responded asking for documentation (see Attachment D-2). Those who had returned a status report received a memorandum saying "thank you"--some received a request for clarification on some items (see Attachment D-3). Each time documentation was received, the status was noted on the 1982-83 plan and documentation was checked over (and labeled with appropriate activity number if necessary). All documentation was put on file at ORE by priority and program discrepancy area.

On May 17, 1983, a memorandum was sent to the chairpersons of each area asking for a final status report, documentation, and a review of the 1982-83 plans (see Attachment D-4 for a sample copy of the memo).

Final documentation and status reports were then reviewed by the project evaluator. Counts and percentages of activities completed were then calculated.

Objectives

Each accreditation area has an annual objective. Objectives in the social studies, language arts, and minority achievement areas were assessed by reviewing percentile scores on the ITBS and STEP. Progress of students tested the last two years was checked in language arts and social studies. Changes in the progress of students tested each year was checked for language arts at the secondary level and for minority achievement. Achievement of other objectives was checked through responses on the administrator survey and reports from other District offices.

Results

Activities

February reports showed that most accreditation activities were on schedule. The results of the June status reports are shown below.

	COMPLETE		PARTIALLY COMPLETE		INCOMPLETE		TOTAL	
PRIORITY AREA	No.	%	No.	%	No.	%	No.	%
Language Arts	19	95%	-	-	1	5%	20	100%
Social Studies	4	57%	3	43%	-	-	7	100%
Minority Achievement	7	100%	-	-	-	-	7	100%
Discipline	2	67%	1	33%	-	-	3	100%
PROGRAM DISCREPANCY	No.	%	No.	%	No.	%	No.	%
Coordination	10	100%	-	-	-	-	10	100%
Personnel Evaluation	2	100%	-	-	-	-	2	100%
Bond Issue	7	100%	-	-	-	-	7	100%
TOTAL	51	91%	4	7%	1	2%	56	100%

Figure D-1. STATUS ON 1982-83 ACCREDITATION ACTIVITIES.

About 91% of the planned activities for 1982-83 were completed on schedule. As Figure 1 illustrates, 51 of the 56 planned activities were completed for 1982-83. Last year, 95% of the planned activities were fully completed.

The five partially completed activities were in the language arts, social studies, and discipline areas.

- In the language arts area, a plan for parent involvement in writing labs was developed in 1981-82 to be used in 1982-83. This plan, however, was not implemented this past school year.

- In the social studies area, HB246 hearings have not yet been completed so K-3 curriculum revisions could not be finalized this year. Work has begun on a K-12 continuum, but it is not yet complete. Although a time use study of social studies was completed this year, multicultural awareness and social studies in other content areas were not particular areas of emphasis during 1982-83.

- In the discipline area, changes were to be made in schools' discipline policies to ensure that campus policy was not overly punitive, but was effective enough to reduce inappropriate student behavior. Changes were received from only one of the ten junior highs.

Attachment D-5 shows all of the 1982-83 activities and their completion status.

Objectives

Figure D-2 shows all of the 1982-83 objectives, and status on accomplishment of them. In the priority student need areas, objectives were met in 14 of 24 cases in language arts, 3 of 11 cases in social studies; and 79 of 88 cases in minority achievement. The discipline objective was met. In the program discrepancy areas, the personnel and bond issue objectives were met. Improvements in coordination were noted by administrators but not teachers.

Language Arts

It was hoped that AISD students in grades 1 through 8 would show an improvement of one percentile point or more in median scores on the language arts tests on the ITBS. *Overall, subtest scores increased in 12 of 20 cases, stayed the same in 3 cases, and decreased in 7 cases.* The best performance was found for the capitalization and usage tests, where scores increased at three grade levels, decreased at one, and stayed the same at one. (See Figure D-3).

Language Total scores increased at grades 3, 5, 7, and 8 and decreased at grades 2, 4, and 6. Spelling scores were the only ones available on a pre- and posttest basis at grades 2 and 3--they increased at grade 3 but decreased at grade 2. The best performance by grade level was at grades 7 and 8, with increases in every subtest area. The scores of students at grade 4 decreased in every subtest area.

	Language Total		Spelling		Capitalization		Punctuation		Usage	
Grades	1982	1983	1982	1983	1982	1983	1982	1983	1982	1983
1-2	71	65	71	65						
2-3	66	70	66	70		68		81		66
3-4	73	67	67	64	69	65	81	76	65	62
4-5	64	67	62	62	58	62	72	77	60	60
5-6	67	66	62	61	62	62	74	71	63	64
6-7	64	69	59	63	61	69	68	72	61	65
7-8	65	68	61	63	64	69	68	72	64	67

Figure D-3. LANGUAGE SCORES ON THE ITBS FOR 1982 AND 1983.
Median percentile scores for students tested both years.

OUTCOME OBJECTIVE 1982-83	MEASUREMENT	ACCOMPLISHMENT
PRIORITY STUDENT NEEDS		
LANGUAGE ARTS--GRADES 1-8: AISD students in grades 1-8 will show an improvement of at least one percentile point over the previous year.	Median percentile scores for students tested in both 1981-82 and 1982-83 on the Iowa Tests of Basic Skills (ITBS) were compared by grade in Capitalization, Punctuation, Spelling, Usage, and Language Total.	Language Total scores increased at four grades (3, 5, 7, and 8) and decreased at three grades (2, 4, and 6). Specific test scores increased in 12 of 20 cases, stayed the same in three cases, and decreased in seven cases. The best performance was in Capitalization and Usage. Seventh and eighth graders showed the most consistent gains.
LANGUAGE ARTS--GRADES 9-12: AISD students in grades 9-12 will show improvement of at least two percentile points.	Median percentile scores for all students taking the Sequential Tests of Educational Progress (STEP) English Expression test in 1980-81 and 1982-83 were compared by grade (test given in alternate years).	This objective was met at grades 9 and 10, where scores increased by three and four points, respectively. Scores increased by only one point at grade 11 and decreased by two points at grade 12.
SOCIAL STUDIES: Between 1981-82 and 1982-83, median percentile scores on ITBS tests measuring social studies skills in grades one to six will increase by one percentile point.	Median percentile scores for students tested the last two years with ITBS tests measuring social studies skills were compared. The index includes: Word Analysis, Reading Comprehension (R-3 Stories), and Math Problems at grades one and two, Work-Studies Skills (W-1 and W-2) at grades three and four, and Work-Study Skills (W-1 and W-2) and Reading Comprehension at grades five and six.	The only areas in which the objective was met were Visual Materials at grade five and Reading Comprehension at grades five and six. Overall, students showed lower scores in seven cases, higher scores in three cases, and the same score in one case. Fifth graders showed the best gains and second graders the greatest losses.
MINORITY ACHIEVEMENT: Achievement test scores of minority students in 1982-83 will be equal to or higher than those of 1980-81 for students in the same grade.	Median percentile scores for all Black and Hispanic students tested during 1981-82 and 1982-83 were compared by grade and subject area. ITBS scores were used for grades 1-8. STEP scores were used for grades 9-12.	Minority students' scores in 1982-83 were higher than or the same as those in 1981-82 in 90% of the cases checked. Higher scores were more common at grades 1-8 (86%) than at grades 9-12 (58%).
DISCIPLINE: Eighty-eight percent of AISD junior and senior high students will not be involved in any disciplinary actions throughout the school year.	Districtwide discipline and enrollment data at grades 7-12 showed the percentage of students suspended or given corporal punishment.	Eighty-eight percent of secondary students were not involved in disciplinary actions in 1982-83--this objective was met.
PROGRAM DISCREPANCIES		
COORDINATION: AISD staff will report that the District has made improvements in the coordination of regular, bilingual and special education programs.	Teacher and administrator survey responses.	The percentage of administrators agreeing that coordination is adequate has increased from 9% in 1981 to 20% in 1982 to 26% in 1983. The percentage of teachers contending coordination is adequate has remained stable (30% to 31%) over the last three years.
PERSONNEL: The District will refine the new administrator evaluation system.	Documentation from the Department of Staff Personnel.	This objective was met--the pilot system used in 1981-82 was refined and finalized early in 1983.
BOND ISSUE: The District will develop a bond issue.	Documentation from the Forming the Future staff.	This objective was met. A bond package was developed and passed by January 1983. This program discrepancy has been resolved.

Figure D-2. STATUS ON 1982-83 ACCREDITATION OUTCOME OBJECTIVES.

At grades 9-12, the objective was that median percentile scores in English Expression would improve by 2 points or more between spring 1981 and spring 1983 (the test is given every other year). This objective was met at grades 9 and 10 (where scores increased by 3 and 4 points) but not at grades 11 and 12 (where scores increased by 1 and decreased by 2 points). Figure D-4 shows high school scores in English Expression on the STEP.

ENGLISH EXPRESSION			
GRADES	1980-81	1982-83	CHANGE
9	50	53	+ 3
10	53	57	+ 4
11	61	62	+ 1
12	66	64	- 2

Figure D-4. ENGLISH EXPRESSION SCORES ON THE STEP. Median percentile scores for 1980-81 and 1982-83 in English Expression on the Sequential Tests of Educational Progress.

Social Studies

The social studies objective for 1982-83 was that median percentile scores on ITBS tests measuring social studies skills in grades 1 through 6 would increase by one percentile point.

GRADE	WORD ANALYSIS(WA)			MATH PROBLEMS(M-2)			READING COMPREHENSION(R-3)		
	1981-82	CHANGE	1982-83	1981-82	CHANGE	1982-83	1981-82	CHANGE	1982-83
1-2	69	- 3	66	59	- 5	54	67	- 5	62
	VISUAL MATERIALS(W-1)			REFERENCE MATERIALS(W-2)			READING COMPREHENSION(R)		
3-4	61	- 1	60	64	- 3	61	NOT IN INDEX		
4-5	55	+ 5	60	60	0	60	52	+ 3	55
5-6	62	- 3	59	62	- 3	59	58	+ 1	59

Figure D-5. ITBS SCORES ON TESTS IN SOCIAL STUDIES INDEX. Median percentile scores for those tested in 1981-82 and 1982-83.

Students showed lower scores in 1983 compared to 1982 in 7 areas, higher scores in 3 areas, and the same score in 1 area. Students showed the best gains at grades 5, and the greatest losses at grade 2. Thus, the only areas in which the objective was met were in visual materials at grade 3, and reading comprehension at grades 5 and 6.

Minority Achievement

The 1982-83 outcome objective for minority achievement was that: Achievement test scores of minority students in 1982-83 will be equal to or higher than those of 1981-82 for students in the same grade.

The 1982-83 minority students scored higher than 1981-82 minority students in 69 of 88 cases (78.4%). Scores were the same as last year in 10 additional cases (11.4%), and were lower in only nine cases (10.2%). Thus, minority students' scores improved or stayed the same as last year in 90% of the cases. Increases in scores were more common at grades 1-8 (85.9%) grades 9-12 (58.3%). These trends are shown in Figure D-6.

GRADES 1-8 OVERALL

	INCREASES		DECREASES		NO CHANGE	
ETHNICITY	No.	%	No.	%	No.	%
Black	28	87.5%	2	6.3%	2	6.3%
Hispanic	27	84.4%	3	9.4%	2	6.3%
Min. Total	55	85.9%	5	7.8%	4	6.3%
Other	14	43.8%	7	21.9%	11	34.4%

GRADES 9-12 OVERALL

ETHNICITY	No.	%	No.	%	No.	%
Black	6	50.0%	5	41.7%	1	8.3%
Hispanic	8	66.7%	-	0.0%	4	33.3%
Min. Total	14	58.3%	5	20.8%	5	20.8%
Other	5	41.7%	5	41.7%	2	16.7%

Figure D-6. TRENDS IN MINORITY TEST SCORES: 1981-82 TO 1982-83. The ITBS was given at grades 1-8; the STEP was given at grades 9-12. Number and percent of grade and test comparisons in which scores increased, decreased, and stayed the same.

This pattern was true in every subject area. Increases in scores were also more common for minority students than Anglo students. Figure D-7 shows ITBS and STEP scores in each area. (See pages D-12 to D-14.)

This trend of increases in scores is even more impressive since last year's minority students also scored higher than the previous year's in most cases.

The percentage of teachers and administrators who believe the District's emphasis on low SES and minority student achievement is helping is also on the increase. Last year, 34% of the teachers surveyed believed the emphasis had helped the performance of minority students; this year, 41% did. About 43% of the teachers and 54% of the administrators surveyed in 1981-82 and 1982-83, respectively, stated that the emphasis on minority achievement has helped. About 20% of the administrators and teachers surveyed both years believed the emphasis has not caused any improvement.

Overall, it appears minority achievement is improving.

Discipline

The outcome objective for 1982-83 was that eighty-eight percent of AISD junior and senior high school students would not be involved in any disciplinary actions throughout the school year.

The number and percent of junior and senior high students involved in corporal punishment, short-term suspension, intermediate suspension, and long-term suspension is shown in Figure D-8.

GRADE	ENROLLMENT	NUMBER DISCIPLINED	PERCENT DISCIPLINED
7	4,476	508	11.3%
8	4,147	622	15.0%
Sub-Total	8,623	1,130	13.1%
9	4,871	868	17.8%
10	3,759	452	12.0%
11	3,286	317	9.6%
12	3,230	165	5.1%
Sub-Total	15,146	1,802	11.9%
TOTAL	23,769	2,932	12.3%

Figure D-8. SECONDARY DISCIPLINE RATES. Number and percent of AISD junior and senior high students involved in short-term, intermediate, and long-term suspension or in corporal punishment.

The outcome objective was met, since about 88% of secondary students were not involved in disciplinary actions. By level, however, junior high students did not meet the objective while senior high students did. The highest number of students were involved in disciplinary actions at grades eight and nine. Short-term suspension was the most frequent disdicplinary action taken at all the grades.

Rates were very similar overall to those found last year (88%). By grade, disciplinary actions affected more students at grades 8, 9, 11, and 12, and fewer students at grades 7 and 10 (compared to last year).

Coordination

The 1982-83 objective for coordination was that AISD staff would report improvements in the coordination of the bilingual education, special education, and regular education programs.

Teachers and administrators have been asked whether coordination was adequate for the past several years.

- The percentage of administrators who agreed coordination of regular, special education, and bilingual programs is adequate has slowly increased over the last three years. Only 9% stated coordination was adequate in 1980-81, compared to 20% in 1981-82 and 26% in 1982-83. Likewise, the percentage believing that coordination was inadequate has decreased from 80% in 1980-81 to 54% in 1981-82 to 44% in 1982-83.

- Equal percentages of 1982-83 teachers surveyed (31% and 33%) agreed and disagreed that coordination among programs is adequate. These results are very similar to those found the last two years.

Results for administrators show an encouraging trend towards increased satisfaction with program coordination. Teachers, while slightly more positive, have not changed their views over the last three years. Thus, while there is some evidence that coordination is improving, this is still an area of continuing need.

Personnel

During 1982-83, the objective was to refine the new administrator evaluation system. This objective was completed. The system was refined based on administrators' comments after using the pilot system last spring. It was finalized and approved by the Board of Trustees early in 1983.

Administrators were asked about the adequacy of the new system in March 1982 and February 1983 on the administrator surveys. In 1982, they had a draft of the system and were just beginning to use it. In 1983, they had the new finalized handbooks but had not yet used them. Administrators rated the adequacy of the system as shown below:

On a scale of 1 to 5, how would you rate the new Administrator Evaluation system?

	VERY INADEQUATE	GENERALLY INADEQUATE	ADEQUATE	GENERALLY ADEQUATE	VERY ADEQUATE
March 1982 (N=123)	4.1%	18.7%	52.0%	20.3%	4.9%
Feb. 1983 (N=127)	0.0%	11.8%	56.7%	29.1%	2.4%

Figure D-9. ADMINISTRATOR RATINGS OF NEW ADMINISTRATOR EVALUATION SYSTEM: 1982 AND 1983. Based on 50% of administrators sampled each year.

Thus, 77% of the administrators rated the new administrator evaluation system as adequate or better in 1982; 88% rated the system adequate or better in 1983. The 1983 ratings are the highest ever given to a districtwide personnel evaluation system used in AISD. Although there is some room for improvement in the degree of adequacy of the system (the most common rating given was "adequate"), there seems to be a high degree of acceptance for the new system.

Bond Issue

The two outcome objectives for 1982-83 in the bond issue area stated that:

The District will implement Forming the Future recommendations, publicizing them as this occurs.

The District will develop a bond issue at a time recommended by the Forming the Future Coordinating Council and approved by the Board of Trustees.

Following the publication of the Forming the Future report, staff committees were formed to review and respond to all of the recommendations. Some recommendations were already being implemented, some were to be implemented shortly, some were in the long-range planning stages, and some not viewed as feasible or required authorization of considerable expenditures before implementation could be considered. Each committee met a number of times and provided a reply and status report for each recommendation. This report was published in June 1983. Individual efforts were also publicized at Board meetings or in District newsletters as initiated (for example, the computer initiative).

The District developed a bond package in the fall of 1983. "Citizens for the Bonds" committees were set up, and Willie Kocurek served as the chairperson for the effort. The four propositions in the bond package all passed in January by a wide margin--75% or more of those voting were in favor of each issue.

GRADE	ETHNICITY	MATH TOTAL							
		PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
1	Black	34	33	36	37	1.53	1.51	1.57	1.58
	Hispanic	38	40	40	43	1.60	1.64	1.65	1.70
	Other	64	68	68	68	2.08	2.15	2.16	2.14
	Total	51	53	53	54	1.82	1.86	1.87	1.88
2	Black	32	31	35	35	2.43	2.40	2.49	2.49
	Hispanic	34	40	41	45	2.47	2.59	2.62	2.70
	Other	63	65	66	68	3.12	3.17	3.19	3.25
	Total	50	50	53	55	2.82	2.82	2.87	2.93
3	Black	30	33	38	43	3.29	3.35	3.48	3.61
	Hispanic	35	36	49	49	3.42	3.45	3.78	3.76
	Other	67	67	72	72	4.30	4.31	4.44	4.42
	Total	53	52	59	59	3.88	3.85	4.06	4.07
4	Black	27	31	34	33	4.09	4.21	4.30	4.27
	Hispanic	36	36	37	44	4.38	4.35	4.41	4.60
	Other	71	67	66	68	5.49	5.35	5.32	5.39
	Total	56	52	52	54	4.97	4.87	4.85	4.93
5	Black	29	30	34	36	5.03	5.07	5.23	5.28
	Hispanic	37	38	41	42	5.32	5.37	5.47	5.52
	Other	67	72	71	69	6.49	6.66	6.61	6.55
	Total	53	55	55	54	5.95	6.01	6.01	5.98
6	Black	27	28	31	36	5.83	5.89	6.02	6.21
	Hispanic	35	37	40	42	6.15	6.29	6.37	6.45
	Other	71	71	72	72	7.67	7.70	7.75	7.71
	Total	56	57	58	58	7.00	7.07	7.10	7.08
7	Black	22	30	30	34	6.33	6.72	6.71	6.92
	Hispanic	31	36	38	40	6.76	7.03	7.13	7.21
	Other	69	70	70	71	8.57	8.58	8.59	8.64
	Total	51	54	55	57	7.74	7.88	7.92	8.05
8	Black	19	23	29	30	7.04	7.32	7.64	7.66
	Hispanic	29	32	36	39	7.62	7.76	8.01	8.12
	Other	66	70	70	71	9.40	9.56	9.58	9.65
	Total	48	51	54	56	8.56	8.73	8.87	8.95

GRADE	ETHNICITY	READING TOTAL							
		PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
1	Black	42	42	44	47	1.62	1.62	1.66	1.75
	Hispanic	46	45	47	49	1.70	1.68	1.72	1.77
	Other	77	80	80	78	2.48	2.61	2.59	2.52
	Total	61	63	62	62	2.08	2.12	2.10	2.10
2	Black	36	36	42	41	2.45	2.45	2.65	2.62
	Hispanic	33	40	42	45	2.38	2.59	2.65	2.70
	Other	77	80	80	81	3.56	3.68	3.67	3.69
	Total	58	60	62	63	3.03	3.10	3.15	3.16
3	Black	30	34	37	42	3.12	3.25	3.38	3.55
	Hispanic	34	35	47	47	3.27	3.31	3.68	3.71
	Other	69	71	73	74	4.54	4.60	4.67	4.70
	Total	54	53	58	59	3.98	3.94	4.11	4.13
4	Black	23	25	32	34	3.82	3.92	4.19	4.25
	Hispanic	30	31	31	40	4.11	4.14	4.13	4.50
	Other	74	72	68	72	5.82	5.73	5.58	5.73
	Total	56	53	51	55	5.06	4.97	4.88	5.02
5	Black	26	25	29	34	4.85	4.85	5.00	5.19
	Hispanic	31	35	35	38	5.08	5.21	5.25	5.37
	Other	72	76	74	73	6.82	7.04	6.92	6.86
	Total	55	59	57	55	6.06	6.21	6.13	6.06
6	Black	20	27	28	33	5.39	5.77	5.84	6.06
	Hispanic	26	32	36	38	5.69	6.01	6.19	6.28
	Other	69	74	74	74	7.77	8.01	8.04	8.02
	Total	52	57	59	59	6.95	7.14	7.25	7.22
7	Black	19	25	28	33	5.89	6.25	6.47	6.72
	Hispanic	23	29	33	35	6.13	6.49	6.71	6.87
	Other	67	71	71	73	8.61	8.74	8.80	8.93
	Total	49	52	54	57	7.62	7.82	7.94	8.08
8	Black	18	21	26	28	6.59	6.87	7.20	7.35
	Hispanic	24	26	30	34	7.04	7.19	7.51	7.71
	Other	67	69	71	71	9.60	9.75	9.84	9.85
	Total	47	51	54	55	8.47	8.71	8.91	8.98

Figure D-7. ITBS AND STEP SCORES BY ETHNICITY. (Page 1 of 3)

GRADE	ETHNICITY	LANGUAGE TOTAL*							
		PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
1	Black	44	47	47	51	1.67	1.74	1.73	1.81
	Hispanic	46	46	48	51	1.71	1.70	1.74	1.81
	Other	68	75	76	75	2.39	2.73	2.78	2.73
	Total	57	60	62	63	1.97	2.07	2.12	2.19
2	Black	45	50	56	57	2.67	2.80	3.00	3.06
	Hispanic	41	47	49	52	2.56	2.73	2.79	2.88
	Other	69	73	72	71	3.62	3.79	3.74	3.72
	Total	59	61	62	63	3.14	3.26	3.29	3.32
3	Black	43	49	53	59	3.61	3.83	4.01	4.24
	Hispanic	46	50	63	62	3.70	3.87	4.40	4.39
	Other	76	78	80	80	5.01	5.12	5.23	5.25
	Total	64	65	72	71	4.47	4.51	4.80	4.79
4	Black	35	44	48	50	4.20	4.62	4.78	4.85
	Hispanic	41	47	49	56	4.51	4.77	4.84	5.14
	Other	74	74	74	76	6.04	6.05	6.01	6.12
	Total	60	62	62	65	5.32	5.44	5.41	5.56
5	Black	38	40	47	49	5.24	5.33	5.69	5.76
	Hispanic	40	46	51	52	5.33	5.61	5.87	5.98
	Other	73	78	77	77	7.07	7.36	7.32	7.31
	Total	59	64	65	65	6.33	6.59	6.61	6.63
6	Black	31	40	41	46	5.76	6.31	6.38	6.67
	Hispanic	35	42	47	51	5.98	6.44	6.70	6.95
	Other	68	74	75	75	7.90	8.26	8.35	8.35
	Total	54	60	64	64	7.12	7.47	7.65	7.67
7	Black	24	35	40	46	5.88	6.63	6.98	7.35
	Hispanic	31	38	43	49	6.32	6.86	7.19	7.59
	Other	67	71	74	77	8.73	9.03	9.23	9.48
	Total	50	57	62	67	7.67	8.15	8.43	8.77
8	Black	22	29	38	43	6.65	7.13	7.88	8.20
	Hispanic	31	34	43	47	7.28	7.52	8.23	8.52
	Other	64	71	74	77	9.64	10.10	10.35	10.54
	Total	48	57	62	65	8.56	9.16	9.50	9.75

*For grades 1 and 2, Spelling is the only language test.

Figure D-7. (Continued, page 2 of 3)

GRADE	ETHNICITY	WORD ANALYSIS (Grades 1 & 2 Only)							
		PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
1	Black	46	43	44	47	1.71	1.64	1.66	1.75
	Hispanic	48	45	50	49	1.76	1.69	1.80	1.80
	Other	73	76	76	73	2.47	2.60	2.58	2.47
	Total	63	61	60	62	2.16	2.15	2.13	2.13*
2	Black	39	40	44	44	2.44	2.47	2.63	2.61
	Hispanic	40	44	45	49	2.48	2.60	2.64	2.77
	Other	74	76	77	76	3.69	3.79	3.81	3.75
	Total	60	60	64	64	3.14	3.13	3.27	3.27

GRADE	ETHNICITY	WORK-STUDY TOTAL (Grades 3-8 Only)							
		PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
3	Black	33	36	42	43	3.21	3.32	3.52	3.56
	Hispanic	39	40	55	52	3.43	3.44	3.95	3.85
	Other	70	70	74	74	4.51	4.51	4.66	3.63
	Total	56	55	62	61	3.99	3.94	4.23	4.17
4	Black	28	31	38	39	3.92	4.03	4.31	4.35
	Hispanic	39	39	41	49	4.35	4.37	4.45	4.74
	Other	72	73	71	75	5.70	5.74	5.66	5.84
	Total	57	57	56	59	5.06	5.05	5.01	5.16
5	Black	34	33	39	42	5.05	5.04	5.29	5.42
	Hispanic	41	43	47	48	5.39	5.47	5.65	5.73
	Other	70	77	76	76	6.73	7.03	6.97	6.96
	Total	58	62	62	61	6.15	6.35	6.31	6.27
6	Black	29	28	33	38	5.72	5.70	5.97	6.16
	Hispanic	30	40	43	46	5.84	6.29	6.44	6.59
	Other	68	71	73	73	7.62	7.84	7.98	7.93
	Total	53	57	61	60	6.85	7.07	7.28	7.23
7	Black	21	28	29	33	5.98	6.40	6.44	6.74
	Hispanic	26	33	33	40	6.25	6.70	6.73	7.06
	Other	64	68	71	73	8.42	8.69	8.82	8.99
	Total	45	52	53	59	7.35	7.73	7.85	8.16
8	Black	19	25	29	31	6.60	6.99	7.30	7.40
	Hispanic	27	29	37	38	7.17	7.28	7.82	7.90
	Other	63	69	72	74	9.44	9.80	9.94	10.05
	Total	45	49	56	58	8.32	8.65	9.03	9.13

*Median grade equivalent and percentile scores are calculated independently. Small inconsistencies can occur from this.

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING					SCIENCE				
		78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83
9	BLACK	14	14	16	15	18	10	11	11	-	14	15	15	18	15	20	15	16	17	16	21	13	12	13	-	15	11	11	-	14	-	12	12	-	12	-
	HISP.	16	20	18	20	21	11	14	15	-	17	20	24	25	24	26	18	23	21	23	23	15	19	16	-	20	13	15	-	17	-	15	18	-	15	-
	OTHER	51	53	51	52	52	42	46	46	-	47	51	54	56	54	55	49	55	55	55	54	44	46	46	-	48	43	47	-	48	-	56	58	-	58	-
	TOTAL	34	35	33	34	36	24	26	27	-	30	35	38	38	37	40	36	36	36	37	37	28	31	29	-	32	29	31	-	32	-	37	38	-	36	-
10	BLACK	14	14	14	18	15	11	12	11	-	11	20	20	19	22	20	19	19	19	21	20	16	14	15	-	15	17	15	-	17	-	15	13	-	15	-
	HISP.	19	19	20	19	22	17	14	18	-	18	27	28	31	31	33	25	28	27	30	30	22	21	21	-	25	19	20	-	21	-	22	20	-	22	-
	OTHER	54	56	53	56	58	49	49	50	-	51	56	60	61	57	63	60	62	61	62	63	51	51	49	-	53	46	47	-	46	-	56	60	-	56	-
	TOTAL	42	41	37	41	42	36	34	34	-	37	44	44	44	43	48	45	45	45	45	48	38	36	34	-	37	34	34	-	33	-	45	42	-	41	-
11	BLACK	13	18	13	17	17	10	12	9	-	16	19	21	23	26	25	21	23	21	25	29	12	15	11	-	17	14	16	-	17	-	12	17	-	15	-
	HISP.	19	22	19	22	22	15	17	16	-	20	28	33	31	34	35	28	31	29	32	32	20	23	20	-	24	23	23	-	25	-	21	24	-	25	-
	OTHER	56	58	57	56	57	50	52	52	-	52	60	61	61	61	61	65	66	67	67	66	53	53	52	-	53	50	51	-	51	-	60	60	-	59	-
	TOTAL	42	46	40	41	41	38	38	36	-	37	48	49	48	47	49	54	56	51	54	54	42	42	38	-	41	38	39	-	38	-	47	49	-	44	-
12	BLACK	14	14	15	13	14	7	12	13	-	11	14	15	18	19	21	21	21	26	24	23	13	13	14	-	12	13	16	-	13	-	13	14	-	14	-
	HISP.	17	25	21	18	19	17	21	19	-	17	27	29	27	26	31	30	32	31	28	31	20	24	22	-	20	20	23	-	20	-	22	30	-	22	-
	OTHER	53	55	52	54	53	48	49	51	-	51	59	58	57	61	59	64	64	65	69	64	53	50	50	-	49	48	46	-	46	-	57	57	-	57	-
	TOTAL	44	47	42	40	39	39	40	40	-	38	50	50	47	46	46	55	55	53	53	51	43	44	41	-	35	39	40	-	36	-	49	51	-	44	-

Figure D-7. (Continued, page 3 of 3)

82.59

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 20, 1983

TO: Persons Addressed

FROM: Nancy Baenen Schuyler

SUBJECT: Accreditation Status Report

It's hard to believe, but the time has come for our semi-annual update on accreditation. The section of the 1982-83 plan for which you have major responsibility is attached. Some documentation has already been sent in--I have noted this as appropriate in the "Verification Status" column.

I need information on the status of each activity in your area and any documentation now available. Please:

1. Check through activities in your area.
   (Ask others for information as necessary.)

2. Note in the verification column whether each activity is:

   NOT BEGUN
   IN PROGRESS
   COMPLETE.

3. Label any verification with the activity number and attach. The verification listed on the sheet is all we need unless you have something new that is specifically relevant.

Please return the materials to me by February 4. Thank you!

NBS:rrf
Attachment

Approved: _____
Director, Office of Research and Evaluation

Persons Addressed:

Language Arts:
Margaret Ruska
Bobbie Sanders
Eleanor Dugger
John Moore

Minority Achievement:
Gonzalo Garza
Ruth MacAllister
Lawrence Buford

Bond Issue: Frances Arrowsmith

Personnel: Patsy Totusek

Coordination: Timy Baranoff
Maud Sims

Discipline: Larry Yawn

Social Studies: Graciela Zapata, Norma Rodriguez

FIVE-YEAR PRIORITIES PLAN

COORDINATION - SECONDARY
Maud Sims

Program Discrepancy

Special Education and "regular" education need to be closely coordinated so that children designated for special help are in fact considered in the planning and execution of plans of all teachers.

The District needs to provide greater coordination among all of its instructional services with the so-called "regular" programs of instruction particularly in the areas of bilingual education and special education.

Annual Improvement Objectives

AISD staff will report that the District has made improvements in the coordination of the bilingual education, special education, and regular education programs.

Evaluation

A random sample of AISD personnel will be surveyed to determine whether or not improvements have been made in this area.

M.S.

Coordination - Secondary
Verification Status

ACTIVITIES 1982-83 COORDINATION	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSONS RESPONSIBLE	VERIFICATION
1.0 Each of the three elementary instructional teams serving a group of elementary schools will include coordinators from the special education, bilingual, Title I, and regular instructional program.	K-6	No new resources	No new costs	Local, Title I	Ongoing	Director of Elementary School Curriculum	Team rosters
2.0 All elementary and all secondary instructional staff will meet with the Director of Elementary/ Secondary School Curriculum.	K-12	No new resources	No new costs	Local	Ongoing	Assistant Superintendents, Elementary and Secondary Education	Meeting dates
2.1 Coordinators will meet in clusters/teams, and on a regular basis with the Director of Elementary or Secondary Curriculum and/or Assistant Superintendent of Elementary or Secondary Education.	K-12				Ongoing		Agenda or meeting notes
2.2 Elementary and Secondary principals will meet with the Assistant Superintendent for Elementary/ Secondary Education once a month.	K-12				Ongoing		Agendas
3.0 The elementary instructional staff will receive staff development related to special education, bilingual, Title I, and the regular instructional program.	K-6	No new resources	No new costs	Local	Ongoing	Asst. Supt., Elementary Education	Calendar of events, agenda, memoranda

Minutes - Aug. 30

Meeting Notes - Sept. 9

D-18

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Coordination - Secondary/ Verification Status

ACTIVITIES 1982-83 COORDINATION	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
4.0 All teachers, including bilingual, special education, Title I, and regular classroom teachers, will be included in districtwide staff development activities related to the instructional program.	K-6	No new resources	No new costs	Local	Ongoing	Director, Elementary Curriculum	Announcements, calendar of events, and/or fliers
4.1 Special education teachers who still need copies of the teacher editions for the new basal readers will receive them.	K-6				1982-83		Memorandum
4.2 Regular teachers with special education students in their classrooms will receive copies of the computer printout of Individual Educational Plans for those students (objectives described).	K-6				1982-83 school year		Sample printout
5.0 Instructional coordinators with bilingual or regular instructional program expertise will visit both bilingual and regular classrooms.	K-6	No new resources	No new costs	Local	Ongoing	Director of Elementary School Curriculum	Team rosters, school assignments
6.0 Coordinators serving the schools in AISD who have not had training in the basic elements of the Individual Educational Plan will receive that training.	K-12	No new resources	No new costs	Local	Ongoing	Assistant Superintendents for Elementary and Secondary Education	Agenda

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 8, 1983

TO: Margaret Ruska, Bobbie Sanders,
Larry Yawn, Graciela Zapata, Norma Rodriguez

FROM: Nancy B. Schuyler
Nancy Baenen Schuyler

SUBJECT: Accreditation Status Reports

I have not received your accreditation status report as yet. Please send it as soon as possible along with appropriate documentation.

Thank you!

Approved: Freda M. Holley
Director, Research and Evaluation

NBS:lm

Attachment D-3

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 8, 1983

TO: Eleanor Dugger, Patsy Totusek, John Moore

FROM: Nancy Baenen Schuyler

SUBJECT: Accreditation Status Report

Thanks so much for your accreditation report. IT WAS PERFECT! I won't need anything else until May.

Approved: Freda M. Holley
Director, Research and Evaluation

Attachment D-4

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 17, 1983

TO: Eleanor Dugger

FROM: Nancy Baehen Schuyler

SUBJECT: Accreditation Status Report

The elementary language arts activities from the 1982-83 accreditation plan are attached. There are just a couple of areas for which we still need some more information.

Also, please review the 1983-84 Elementary Language Arts activities specified in the original five-year plan. Cross out any activities that are no longer relevant. Add new ones as appropriate, and make other changes as necessary. Return the information to us by May 25.

NBS:BOT:rrf
Attachment

Approved: _____
Director, Office of Research and Evaluation

ACTIVITIES 1982-83 ELEMENTARY LANGUAGE ARTS	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
PLANNING							
1) District and campus measurable goals in written composition and spelling will be written and reviewed for current year's planning with elementary · principals · teachers.	1) K-6	Existing Resources: Staff, goals, ORE information			1)NLT Oct.15 1982	1)Asst. Supt., Elementary Ed., Principals	1) Finalized school goals Complete
CURRICULUM DEVELOPMENT							
1) Elementary written composition curriculum/activities will be distributed.	1) K-6				1)NLT Fall 1982	1)Director of Elementary School Curriculum	1) Document copies or modifications. Complete
2) Writing activities (K-6) to reinforce classroom activities and competencies will be provided to do with their children. Submitted to WCTF, spring 1982.	2) K-6	Existing Resources: 1) WCTF and/or Language Arts Committee		2) Local	2)NLT Oct. 1982 (first reporting period)	2)Director of Elementary School Curriculum	2) Written activities (brochure). Complete
STAFF DEVELOPMENT/SUPERVISION		New Resources:	New Costs:				
1) Phase II - of the Elementary staff development plan will be implemented for administrators and teachers based on comprehensive plan, guide, and staff development materials.	1) K-6	1) To be decided by departments.	1) To be decided by departments.	1) Local and External	1) Summer 1982 and ongoing.	1)Director of Elementary Curriculum & cooperating departments	1) Staff development plan. Complete
2) Texas Hill Country Writing Project participation: elementary teachers will be trained in methods of improving written composition and conducting staff development for other teachers.	2) K-6	2) Coordination with U.T. program and Region XIII.	2) $5,000 - tuition, etc.	2) Local and External	2) Summer 1982	2)AISD staff, U.T. representatives.	2) Evidence of approved program, teacher participation, and staff development. Complete

ACTIVITIES 1982-83 ELEMENTARY LANGUAGE ARTS	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
INSTRUCTION		New Resources:	New Costs:				
1) Instruction based on District and campus goals and on Phase II of staff development plan.	1) K-6	1) To be decided.	1) To be decided.	1) Local and External	1) Ongoing	1) Director of Elementary Curriculum	1) Department records. Complete
		Existing Resources:	Recommendation:				
		1) Staff, curriculum, and other identified resources	$6,000 for districtwide (K-6) instructional materials to improve written composition.				
PARENTAL/COMMUNITY SUPPORT							
1) Principals will disseminate information to: • PTA groups • campus/program advisory committees and appropriate groups on accreditation/District and campus goals in written composition.	1) K-6			1) Local and External	1) Ongoing	1) Principals	1) Directive. Complete
2) Community school support will be encouraged (i.e., through courses for adults, parents, and students in topics related to written composition).	2) K-6	Existing Resources: 1) Staff, goals, etc. 2) Community Schools.		2) Local and External	2) Ongoing	2) Director of Elementary Curriculum	2) Community School Course listings. Complete

ACTIVITIES 1982-1983 SECONDARY LANGUAGE ARTS	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
PLANNING							
1) Setting school goals	1)7-12				1) Fall 1982	1)Asst. Supt.-Sec. Ed., Dir. of Sec. Curriculum, Principals, L.A. Coord.	1) List of goals Complete
2) Planning for guide writing	2)9-12				2) Spring 1983	2)L.A. Coord.	2) Guides: English VII English VIII Complete
CURRICULUM DEVELOPMENT							
1) Guides - Essay Test Writing	1)7-12		1) $600 staff	1)Staff Dev.	1) June 1983	1)L.A. Coord.	1) Guides Complete
STAFF DEVELOPMENT/SUPERVISION							
1) Workshops on K-12 competencies	1)7-12		1) Regular staff dev. 12 teachers at $35 - $420	1)Staff Dev.	1) 1982-1983	1)L.A. Coord.	1) Increased focus on competencies Complete
2) Workshops on using the writing process	2)7-12		2) Regular staff dev. 10 teachers at $35 - $350	2)Staff Dev.	2) Fall and Spring 1982-1983	2)L.A. Coord.	2) Use of writing process activities in the classroom Complete
3) Workshops on using guides	2)7-12		3) Regular staff dev. 12 teachers at $35 - $420	3)Staff Dev.	3) Fall 1982	3)L.A. Coord.	3) More frequent and better writing and and better assignments/evaluations Complete
4) Texas Hill Country Writing	4)7-12		4) Twelve teachers-$5,000 for tuition, materials, etc.	4)Staff Dev.	4) Summer 1983	4)Dir. of Sec. Curriculum	4) Improving Instruction and improved writing as shown by evaluated composition papers Complete

(Continued, Page 3 of 13)

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ACTIVITIES 1982-83 SECONDARY LANGUAGE ARTS	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
INSTRUCTION Phase IV - 1) Encouraging and interrelating writing in all classes	1)7-12				1)School yr. 1982-1983	1)L.A. Coord.	1) Informal assessment application in classes Complete
ACTIVITIES 2) Continue operation of twelve existing writing labs; further continuation and expansion of the project dependent upon improvement in student achievement.			2) Salaries and materials		2)School yr. 1982-1983	2)Dir. of Sec. Curriculum	2) Composition Lab Evaluation; ORE assessment and assessment of writing samples (pre and post-tests) for students using the lab ten or more times in one semester. Complete
PARENT/COMMUNITY SUPPORT 1) A parent volunteer program will be established at one or two labs where most feasible.	1)7-12				1)1982-1983	1)Comp. Lab. Specialist	1) Parents helping in composition labs Incomplete
2) In lab schools, a systematic program of information about the writing lab, writing instruction, and skill development will be established by presentations to PTA and other parent groups and by providing copies of The Printout and The Printout, Jr. and articles on writing to the monthly PTA newsletter.	2)7-12				2)1982-1983	2)Dir. of Sec. Curriculum, Comp. Lab. Specialist	2) List of presentations, copies of newsletters on writing Complete
3) Public relations information	3)7-12				3)1982-1983	3)Comp. Lab. Specialist	3) Newspaper articles Directories Product(s) given to parents to assist their children Complete

ACTIVITIES 1982-83 SOCIAL STUDIES	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
1.0 Based upon a Curriculum Analysis (complete, 1981), the TEA Social Studies sub-goals and the continuum of an adopted test (1987), current units will be revised or deleted and new units or supplementary learning packets will be developed over the next four years as the need arises.	K-6	Social Studies Committee	New Costs: None required	Local	Reviewed annually	Assistant Superintendent for Elementary Education, Director of Elementary School Management	Copy of revised units, new units, or supplementary learning packets. Complete
1.1 Plans for K-3 curriculum will be developed dependent upon direction provided through HB 246 hearings.					1982-83	Director of Elementary Curriculum	Memoranda and/or meeting agenda or minutes Partially Complete
1.2 If needs are identified, a plan for the development of revised units, new units or supplementary learning packets will be in place.					Reviewed annually	Director of Elementary Curriculum	Copy of plans Complete
2.0 Multicultural awareness, time use for social studies, and emphasis on social studies content in other areas, would be continuing points of emphasis in instructional memoranda issued to, and training for, teachers and principals.					Annually revised memoranda	Director of Elementary Curriculum	Memoranda to be sent to members of the Management Team. Partially Complete
3.0 A K-12 Social Studies continuum will be in place.					1982-83		Copy of continuum. Partially Complete

ACTIVITIES 1982-83 SOCIAL STUDIES	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
STAFF DEVELOPMENT							
4.0 Staff development in the area of social studies will be offered regularly to teachers.	Elem.					Elementary Instructional Coordinators	Agenda or announcements. Complete
SUPPLEMENTARY MATERIALS							
5.0 Multimedia and multicultural materials correlated to the existing curriculum will be purchased and placed in a central location as needed for use by teachers on a checkout basis.				Local	Annual Emphasis	Director of Elementary Curriculum	Lists of materials and a distribution list. Complete

ACTIVITIES 1982-83 MINORITY ACHIEVEMENT	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
1.0 Coordination of the Chapter 1, Chapter I Migrant, and Title VII Early Childhood Programs will be improved.	Pre-K	No new resources	No new costs	Local, Chapter I, Chapter I Migrant, Title VII	Throughout 1982-1983	Asst. Supt., Elementary Education, Director of Elementary Curriculum	Staff development or memoranda Complete
2.0 Opportunities for individualized staff development will be provided to teachers of low SES students on successful teaching and management techniques.	All	No new resources	No new costs	Local	Throughout the 1982-83 school year	Asst. Supts. of Elementary and Secondary Education	Lists of staff development sessions offered Complete
3.0 Individualized staff development will be offered to principals and other administrators whose school population includes low SES students on successful teaching, management, and administrative techniques for low SES students.	All	No new resources	No new costs	Local	Throughout the 1982-83 school year	Asst. Supts. of Elem. and Sec. Education	Inservice lists or agendas Complete
3.1 During the August workshop, topics related to improving instruction through evaluation will be addressed.	All	No new resources	No new costs	Local	August 1982	Asst. Supts. of Elem. and Sec. Education	Workshop agenda Complete

ACTIVITIES 1982-83 MINORITY ACHIEVEMENT	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
4.0 Project Pass, directed towards the improvement of Black student achievement, in reading and mathematics, improved motivation, reduction of incidence of disruptive actions, etc. will be developed and implemented.	K-6		$142,000 for coordinator and staff	Local	Throughout 1982-1983	Asst. Supt. for Elementary Instruction	Evidence of implementation-- e.g., memorandum, program description, curriculum materials, staff development agendas Complete
5.0 A program to improve suspended students' self-concept and social adjustment will be developed and implemented.	7-8	Grant: $20,000	AISD staff member	Local, grant (Wesley United Methodist)	Fall 1982	Asst. Supt., Secondary Instruction	Memorandum or program materials Complete
6.0 A new districtwide attendance policy will be implemented.	9-12		Printing and postage: $25 per school	Local	Throughout 1982-1983	Asst. Supt., Secondary Instruction	Copy of policy Complete

ACTIVITIES 1982-83 DISCIPLINE	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
1. Changes will be made in schools' discipline policies to ensure that campus policy is not overly punitive, yet is effective enough to reduce inappropriate student behavior.	Jr. H.	None	None		1982-83	Asst. Supt., Instructional Services, and Director of Secondary Education	Memorandum Partially Complete
2. A pilot school will be selected to establish a guideline for basic student competencies in social behavior. Input should be provided by teachers, parents, and students.	Jr. H.	None	None		1982-83	Director of Secondary Management	Report submitted to Director of Secondary Management Complete
3. The pilot school's discipline policies and resources will be realigned so that specific consequences will exist for various competency levels of students' social behavior. New resources may be established as incentives to encourage students to manifest higher levels of appropriate behavior.	Jr. H.	None	To be determined		1983-84	Jr. High Principals	Report submitted to Director of Secondary Management Complete
4. A plan will be implemented in the pilot school in which student behavior is monitored via a competency-based system of appropriate social behavior.	Jr. H.	To be determined	To be determined		1984-85	Jr. High Principal, Director of Secondary Management	Evaluation report
5. Procedures used at the pilot school will be considered for possible expansion to all secondary schools to standardize procedures and practice.	Jr. H. Sr. H.				1985-86	Jr. High Principal, Director of Secondary Management	Memorandum Discipline Reports

ACTIVITIES 1982-83 COORDINATION	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
1.0 Each of the three elementary instructional teams serving a group of elementary schools will include coordinators from the special education, bilingual, Title I, and regular instructional program.	K-6	No new resources	No new costs	Local, Title I	Ongoing	Director of Elementary School Curriculum	Team rosters Complete
2.0 All elementary and all secondary instructional staff will meet with the Director of Elementary/ Secondary School Curriculum.	K-12	No new resources	No new costs	Local	Ongoing	Assistant Superintendents, Elementary and Secondary Education	Meeting dates Complete
2.1 Coordinators will meet in clusters/teams, and on a regular basis with the Director of Elementary or Secondary Curriculum and/or Assistant Superintendent of Elementary or Secondary Education.	K-12				Ongoing		Agenda or meeting notes Complete
2.2 Elementary and Secondary principals will meet with the Assistant Superintendent for Elementary/ Secondary Education once a month.	K-12				Ongoing		Agendas Complete
3.0 The elementary instructional staff will receive staff development related to special education, bilingual, Title I, and the regular instructional program.	K-6	No new resources	No new costs	Local	Ongoing	Asst. Supt., Elementary Education	Calendar of events, agenda, memoranda Complete

ACTIVITIES 1982-83 COORDINATION	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
4.0 All teachers, including bilingual, special education, Title I, and regular classroom teachers, will be included in districtwide staff development activities related to the instructional program.	K-6	No new resources	No new costs	Local	Ongoing	Director, Elementary Curriculum	Announcements, calendar of events, and/or fliers Complete
4.1 Special education teachers who still need copies of the teacher editions for the new basal readers will receive them.	K-6				1982-83		Memorandum Complete
4.2 Regular teachers with special education students in their classrooms will receive copies of the computer printout of Individual Educational Plans for those students (objectives described).	K-6				1982-83 school year		Sample printout Complete
5.0 Instructional coordinators with bilingual or regular instructional program expertise will visit both bilingual and regular classrooms.	K-6	No new resources	No new costs	Local	Ongoing	Director of Elementary School Curriculum	Team rosters, school assignments Complete
6.0 Coordinators serving the schools in AISD who have not had training in the basic elements of the Individual Educational Plan will receive that training.	K-12	No new resources	No new costs	Local	Ongoing	Assistant Superintendents for Elementary and Secondary Education	Agenda Complete

PERSONNEL EVALUATION ACTIVITIES 1982-83	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
3.0 Continue feedback based on data gathering for professional system					Aug.-Dec. 1982	Director of Personnel	Schedules/Records Complete
4.0 Continue training					Aug.-Dec. 1982	Adm. Asst. to Supt. & Director of Research & Evaluation	Schedules/Records Complete
		Existing Resources: 3.0 & 4.0 40 days personnel staff time	Reallocation Costs:				

	ACTIVITIES 1982-83 BOND ISSUE	LEVEL	RESOURCES	COSTS	SOURCE OF FUNDING	TIMELINE	PERSON RESPONSIBLE	VERIFICATION
1.0	Complete final Forming the Future Report.	All	Forming the Future Staff Forming the Future Executive Council	Staff time Printing	Local	1982-83 School Yr.	Special Assistant to the Superintendent for Forming Future	Final Report Complete
2.0	Review Report and Capital Improvements Plan with community groups - SCLT's - PTA - Dialogues.	All	Forming the Future Staff Principals Superintendent Executive Committee Coordinating Council	Staff time Printing Supplies Rental	Local	1982-83 School Yr.	Special Assistant to the Superintendent	Agenda of meetings/record of contacts Complete
2.1	Make any needed adjustments in CIP plan and present to Board for approval.	All	Forming the Future Staff Coordinating Council Board of Trustees	Staff time	Local	Dec., 1982	Special Assistant to the Superintendent	CIP Plan Complete
3.0	Develop long-range program/ facilities plan incorporating Forming the Future recommendations.	All	Forming the Future Staff Executive Committee Coordinating Council Cabinet/Supt.	Staff time	Local	Feb., 1983	Special Assistant to the Superintendent	Long-range plan Complete
4.0	Initiate the implementation of program recommendations of Forming the Future.	All	Supt./Cabinet Forming the Future Staff	Staff time	Local	1982-83 School Yr.	Special Assistant to the Superintendent	Record of implementation of recommendations Complete
5.0	Publicize Forming the Future recommendations and programs as implemented through media and communications to civic clubs and neighborhood groups.	All	Forming the Future Staff	Staff time	Local	1982-83 School Yr.	Special Assistant to the Superintendent	Record of speaking engagements, media appearances Complete
6.0	Develop bond election process.	All	Forming the Future Staff Supt./Cabinet	Staff time	Local	Dec., 1982	Special Assistant to the Superintendent	Bond Election Process to be completed by December 1982. Complete

Accreditation

Appendix E

TABS RESULTS

INSTRUMENT DESCRIPTION: TABS Results

Brief description of the data file:

Information from the TABS file, Student Grade Report file, and SCE files was combined to create a file including all students in remedial classes over the last four years and their TABS mastery status.

Which students or other individuals are included on the file?

All students in remedial classes over the last four years.

How often is information on the file added, deleted, or updated?

First time created--may be updated annually.

Who is responsible for changing or adding information to the file?

ORE data analyst.

How was the information contained on the file gathered?

Schools supply information on students' schedules each semester to Data Processing. TEA supplies TABS results through the contractor. The SCE evaluation staff collected information on students served by the writing labs.

Are there problems with the information on the file that may affect the validity of the data?

The TABS tape supplied to TEA underestimates the number of students retaking the TABS because it counts only those who coded it as a retest--some were not counted. AISD used counts based on cumulative test records instead. Also, some numbers of students in remedial courses in past years are not easily available because students were dropped from the file as they graduated.

What data are available concerning the accuracy and reliability of the information on the file?

Original files could be double-checked.

Are there normative or historical data available for interpreting the results?

File contains four years of data and is historical in nature.

Brief description of the file layout:

Each student in a remedial class has an indication on his record of the TABS tests taken and whether mastery was achieved.

Purpose

Texas Assessment of Basic Skills (TABS) Results were examined to determine specific information requested by TEA. Calculations were made of the number of students in reading, math, and language arts remedial programs for the past four years, and the number who passed and failed the TABS when retaking it. The percentage of AISD graduates meeting TABS competency levels was also calculated.

Procedure

The State Compensatory Education (SCE) evalautor provided basic information on AISD students' performance on the TABS at the ninth-grade level. The Director of Secondary Curriculum was contacted for a list of reading and math courses designed to remediate TABS deficiencies. The courses included were:

Reading

1311 Basic Reading Skills I
1312 Basic Reading Skills II
1335 Reading Tutorial

Math

3011 Fundamentals of Math (FOM) - Basic I
3012 FOM - Basic II
3021 FOM - Consumer Applications
3022 FOM - Data Applications
3023 FOM - Business Applications
3039 FOM Tutorial

Language Arts

1111 Correlated Language Arts I
1112 Correlated Language Arts II
1121 Correlated Language Arts III
1122 Correlated Language Arts IV
1131 Correlated Language Arts V
1132 Correlated Language Arts VI
Secondary Writing Labs

The Reading Tutorial (1335) and FOM Tutorial (3039) are the two courses most specifically designed to remediate deficiencies on the TABS and District competency areas. These tutorials were revised last year to more specifically focus on areas covered by the State Board of Education's Essential Objectives and the TABS. Students must have four semesters in the area before taking the tutorial.

Once the courses were determined, the SCE data analyst ran several programs. First, she determined how many students participated in the remedial classes in 1980, 1981, 1982, and 1983, based on the Student Grade Report File. Numbers were not easily available for eleventh and twelfth graders for some past years because the District had a policy until recently to drop students from the history file when they graduated.

The data analyst then determined the number of AISD students retaking and passing and failing the TABS test in 1983. These figures were higher than those indicated on the district summary supplied by TEA, because TEA counts were based on the number of tests bubbled as retakes. AISD counts were based on the cumulative file for the last four years of students actually retaking the test. The AISD counts should therefore be more accurate. The only inflation possible in AISD figures is any students who retook one or more tests they had already mastered previously.

The data analyst then determined whether students had mastered the math, reading, and writing tests based on AISD's tape and a mastery score of 30 points or better on each test. She then ran three programs to determine whether:

1. Those in remedial classes in 1982-83 who retook the TABS in 1983 passed or failed;

2. Those in remedial classes in 1981-82 who retook the TABS in 1982 passed or failed;

3. Those in remedial classes in 1980-81 who retook the TABS in 1981 passed or failed.

Finally, the data analyst ran a program to determine the percentage of AISD graduates who had met the TABS exit requirements. TABS summaries do not supply this information, and it was needed in order to respond to item IV on Attachment E-1 (some of the information requested by TEA). The number and percent of AISD students with and without test scores and the percent of <u>all</u> graduates showing mastery in each test area was determined. Students who had no scores were counted as nonmasters. This lowered the percentage of graduates showing mastery considerably. The percentage of those <u>with</u> scores who showed mastery was then also calculated by hand.

The number of students tested for the first time in 1983 in 10th, 11th, and 12th grades on the TABS was taken from District summaries. The highest number taking one of the tests was used.

Results

AISD Graduates Mastering TABS

	Percent of Graduates Tested Showing Mastery	Percent of All Graduates Showing Mastery
Math	2438/2746 = 88.8%	2438/3314 = 73.6%
Reading	2496/2739 = 91.1%	2496/3314 = 75.3%
Writing	2429/2734 = 88.8%	2429/3314 = 73.3%

Figure E-1. AISD 1983 GRADUATES SHOWING TABS MASTERY. Calculated based on all students ever tested versus all graduates (568-580 graduates had no TABS scores on records for each test).

As Figure E-1 illustrates, the percent of AISD graduates showing mastery of TABS skills varies widely depending on whether graduates tested or all graduates are counted. Over 500 students had no TABS scores by graduation. These students may have entered AISD late, been absent for testing, or chosen not to take the TABS for some other reason.

If only those with test scores are considered, over 85% of AISD graduates show mastery on every test. However, percentages drop to 73 to 75% if all graduates (most of whom probably would have passed if they had taken the test) are considered.

The request for information from TEA as shown in Attachment E-1 (item IV) could also be interpreted to mean percentage mastery by all students tested for the first time. (See Figure E-2.)

	1980			1981			1982			1983			
GRADE	M	R	W	M	R	W	M	R	W	M	R	W	GRADE
9 First Time	72	72	59	74	70	80	79	74	79	80	82	89	9 First Time
9 Retested				54	48	65	58	53	58	65	64	78	9 Retested
10 First Time				67	60	72	73	70	55	83	84	89	10 First Time
10 Retested				25	23	67	57	50	21	63	64	81	10 Retested
11 First Time							83	74	60	89	88	92	11 First Time
11 Retested							69	59	37	73	73	87	11 Retested
12 First Time										91	89	91	12 First Time
12 Retested										83	83	86	12 Retested

M = MATH R = READING W = WRITING

Figure E-2. PERCENTAGE OF STUDENTS MASTERING TABS EXIT-LEVEL.

The percentage of AISD students mastering the objectives has increased slightly each year since 1980. The percentage of those tested for the first time mastering the TABS varies from 80% to 92% by subtest and grade.

Since 85% of all AISD graduates have not shown mastery as yet, some plans for revisions in remedial programs that are being considered are shown in Attachment E-1. The types of remedial programs used are also shown.

TABS Mastery by Students in Remedial Courses

Figure E-3 shows the current and cumulative TABS data for AISD over the last four years. The number passing and failing after remedial courses the previous year and the retaking of TABS is shown.

- More students passed than failed the TABS when retaking it after a remedial class in 16 of 27 cases.

- The best performance was found for those in remedial programs this past year. Reading and math tutorial were revised last summer to more clearly cover skills tested by the TABS.

V. Currrent and Cumulitive TABS Data

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Co. Dist

Grade	Indicate the number of students who participated in remedial programs in 1980, 1981, 1982, and 1983 IN EACH SUBJECT			Of the students who Participated in Remedial Programs in 1982-83, and who Retook the TABS Test in 1983, enter the number who passed or failed for each designated grade level.			Of the students who Participated in Remedial Programs in 1981-82, and who Retook the TABS Test in 1982, enter the number who passed or failed for each designated grade level.			Of the students who Participated in Remedial Programs in 1980-81, and who Retook the TABS Test in 1981, enter the number who passed or failed for each designated grade level.			From your district summary, indicate the number of 10th, 11th, and 12th graders who retook and passed or failed the TABS Test for 1983. (In order to determine first-time-tested 9th graders, subtract the number of 9th graders retested from the total number of 9th graders tested.)			On the line below, indicate the number of students who are first-time-tested 10th, 11th, and 12th graders on the TABS Test for 1983
		Math	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	
12	1980	NA	NA	NA	Passed 41	71	112	Passed			Passed			Passed 191	201	204	1,435
	1981	NA	NA	NA													Total
	1982	NA	NA	NA	Failed 23	28	26	Failed			Failed			Failed 52	42	39	
	1983	337	334	1,126													
11	1980	NA	NA	NA	Passed 97	103	172	Passed 91	89	87	Passed			Passed 205	204	215	
	1981	NA	NA	NA													
	1982	768	548	1,955	Failed 52	50	61	Failed 89	87	156	Failed			Failed 85	87	72	
	1983	642	474	1,529													
* 10	1980	79	72	83	Passed 133	42	264	Passed 81	19	51	Passed *45	01	166	Passed 288	293	339	
	1981	821	100	1,196													
	1982	940	164	2,184	Failed 127	33	117	Failed 92	20	212	Failed 189	07	152	Failed 170	169	123	
	1983	1058	240	2,155													
9	1980	760	409	289	Passed 221	19	350	Passed 137	12	214	Passed 64	03	69	Passed 369	365	452	
	1981	1224	748	1,431													
	1982	1583	903	2,789	Failed 179	29	105	Failed 153	22	160	Failed 81	08	59	Failed 213	218	128	
	1983	2046	904	2,506													

Figure E-3. TABS DATA--CURRENT AND CUMULATIVE. Numbers of students in remedial classes are not easily available for students who graduated before this year (NA). This affects only the retest status of tenth graders from 1980-81 (marked by a *). Numbers listed underrepresent all those in remedials in 1980-81 and retested in 1981.

Attachment E-1

227-901
Co. Dist. No

II. Indicate the appropriate programs which are used for remediation purposes as a result of TABS (check all that apply):

A. ____Pull-Out Program (Special Education, Remedial Reading/Math, Chapter I, Other)

B. ____Pull-In Program (Special Teacher Teams with Regular Education Teacher in Regular Classroom)

C. ____Before/After School Remedial Program

D. ____Computer Lab Assignment

E. X Regular Course: Students Grouped Based on Skill Development Needs

F. ____Special Learning Packets Used by Parents to Help Students at Home

G. ____Summer School Assignment

H. X Other (specify): Writing labs--low achievers are encouraged to go to the writing labs on many secondary campuses for specific help with writing skills. Low achievers visited an average of 5.1 times this past year.

I. ____Comments: _____

III. Was credit given for TABS remedial programs in grades 9-12?

X Yes ____ No ____ Partially

If so, did credit count toward graduation? X Yes ____ No Counted towards local graduation requirements as an elective.

IV. If TABS results did not meet State TABS objectives (85% mastery), describe planned program modifications for 1983-84 and the rationale for those modifications. If there are no program modifications, please so state and give the rationale. Use additional pages, if necessary, for this information.

Program Modifications	Rationale
If all graduates are counted in determining the percentage showing mastery on the TABS, 85% do not pass each test. However, if only those graduates with test scores are included, the mastery percentages are 89% to 91% on the three tests.	
Some modifications are currently being considered for 1983-84. They include:	
1. Students will be encouraged to take reading courses prior to their eligibility for tutorial courses.	Some students enter tutorials without taking any courses specifically in reading (other language arts courses may have been taken).
2. Students will be required to retake the TABS test failed until they pass it or graduate.	All students are now offered the opportunity to retake the test, but some schools encourage students more strongly than others to take it.
3. The reading and math tutorial curricula were revised during the summer of 1982 to focus on the State Board of Education's Essential Objectives. These revisions will continue to be followed.	The tutorials were made to focus more specifically on areas tested by the TABS.

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